



A STUDY OF BIASED COMPONENTS AND  
EVALUATION OF TRAITS IN SELF AND  
OTHERS' PERCEPTION OF POPULARS,  
NEGLECTEES AND ISOLATES

ABSTRACT



THESIS SUBMITTED FOR THE AWARD OF  
THE DEGREE OF

**Doctor of Philosophy**  
IN  
**PSYCHOLOGY**

BY  
**TABASSUM RASHID**

*Under the Supervision of*  
**Dr. Qamar Hasan**  
(Reader)

T-3658

DEPARTMENT OF PSYCHOLOGY  
ALIGARH MUSLIM UNIVERSITY  
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## A B S T R A C T

The present study was conducted with three objectives :

- a) to find out differences in self and others' perception of three sociometric groups viz, populars, neglectees and isolates;
- b) to discover differences among the three groups with respect to the evaluation of traits in terms of their social desirability importance and rareness; and c) to discover the differences among three groups with regard to the biased components viz,, the leniency error, halo-effect and rater-trait interaction.

The study was carried out in two phases. Three sociometric groups, each comprising of 50 subjects, were identified from among 450 students of 9th and 10th standard of various schools, who made the sample for the first phase. For the second phase, another sociometric sample of three groups, each comprising of 30 subjects, was drawn.

Sociometric status of each subject was determined by the administration of a sociometric test using three choices and three criteria. For the 1st phase of the study, a 16 pairs adjective list was used to measure the self and others' perception. These 16 pairs were detached to have 32 adjectives, and were used for the trait evaluation measurement. The 2nd phase of the study was concerned with the measurement of biased

components viz, leniency error, halo-effect and rater-trait interaction. The study of biased components was confined to the four chosen pairs of adjectives. The four pairs were those eight polar opposites which were evaluated differently by the three sociometric groups viz, populars, neglectees and isolates, in all respects i.e. importance, desirability and rareness.

The data was analyzed with the following techniques  
a) the t-test was used for the significance of differences in self and others' perception of the three groups and also for the significance of difference among the evaluative ratings of the traits by the three groups, b) Guilford's (1954) formulae were used to detect the errors and the extension of median-test was used to find out the significant differences among the three groups.

The analysis of the data has revealed that there is difference in self as well as others' perception of populars, neglectees and isolates. Difference has also been found among the three groups with regard to the trait evaluation. So far as the biased components are concerned, the difference is found only in the case of leniency error. Populars have rated themselves and other populars positively, whereas, neglectees and isolates have been rated negatively by them. Neglectees

and isolates have rated negatively themselves as well as other neglectees and isolates. However, populars have been given some positive ratings by them. Those traits which populars suppose are present in them, have been evaluated as important, socially desirable and rare by them; whereas, the traits which neglectees and isolates suppose are present in them, have been evaluated as unimportant, undesirable and uncommon by them. Regarding the biased components, populars are more lenient in assigning ratings as compared to neglectees and isolates. No difference, among the three groups is found regarding the halo-effect and rater-trait interaction.

The findings have been interpreted in terms of different theories of self and others' perception and social exchange theory.

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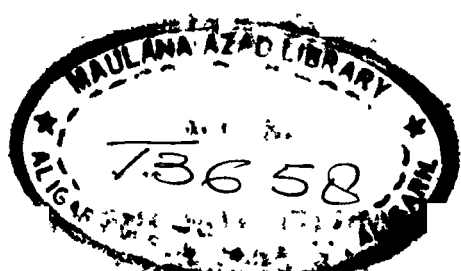
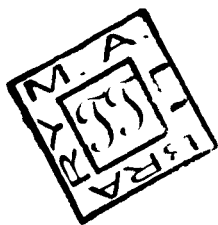
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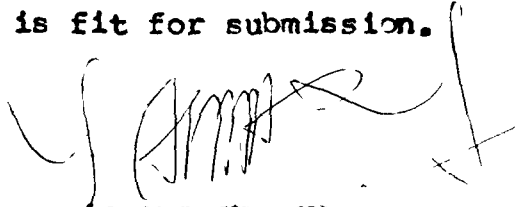


DEPARTMENT OF PSYCHOLOGY  
ALIGARH MUSLIM UNIVERSITY  
ALIGARH-202001

TO WHOM IT MAY CONCERN

This is to certify that Ms. Tabassum Rashid worked under my supervision for her Ph. D. thesis "A Study of Biased Components and Evaluation of Traits in Self and Others' Perception of Popularity, Neglectees and Isolates".

Ms. Rashid has completed all the formalities of attendance and residence and her work is fit for submission.

  
(QAMAR HASAN)  
Reader in Psychology &  
Supervisor



## A C K N O W L E D G E M E N T

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( TABASSUM RASHID )

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CHAPTER - I

I N T R O D U C T I O N

## INTRODUCTION

Man is basically a social animal. He is born and lives in a social world — a world comprised of many relationships — friendships, acquaintanceships and enimities. A new born baby has no special relationships with the adults around, although he depends totally on others for the satisfaction of his basic needs. However, very soon he is able to identify the persons who fulfil his needs and to develop a special relationship with these persons (his family members). All these relationships are nothing but interactions. So, long before he is able to use language, a child learns to interact with others. Presumably, all of the orders in man's concepts of natural phenomena began with his perception of differences and interactions with the things surrounding him.

As the person further grows, he becomes the member of different social groups. These groups are made because of common ideology, place of living, language, culture and mutual interdependence. Social groups are mainly divided into two broad categories viz., primary and secondary. The members in a primary group share close, intimate and warm personal ties with one another. Such groups are generally small and of face to face nature. The

relationship in a secondary group is mostly formal, cool and contractual. It is not necessary for the member of a secondary group to participate in such groups as whole personalities; rather they relate themselves with the group through specific functions. Social organizations serve the best example of such groups.

Whether in a primary or in a secondary group, the individual always responds selectively to the group members. He comes near to only those who respond to him and avoids those whom he feels he can not be interested or who may refuse to accept him. During the process of interaction some persons emerge as populars, some are neglected by others, while others remain isolated.

When we contemplate about the reasons of <sup>an</sup> individual's acceptability in a group, we have to consider such questions: what qualities does the popular possess? How does he think and feel about himself and about others? Have person-perception, impression management, self-presentation, etc. to play any role in popularity and isolation? Which type of bias components operate while they make judgements about themselves and about others?

The present study is an attempt to find answer to some of the above questions by bringing together the two

fields of social psychology viz., sociometry and person perception. It is hoped that the study of the processes underlying the perception of self and others would enable us to have a better understanding of <sup>an</sup> individual's acceptability in a group.

Over the centuries, thoughtful individuals in many different fields (poets, philosophers, novelists) have sought to understand the nature of our interactions with others. The outcome of their collective efforts, is in the form of a vast body of 'informal knowledge' concerning the nature of social behaviour. It was Moreno who made initial efforts to study the interpersonal relationships in a formal and scientific way. Jacob L. Moreno devised the sociometric test to study the interpersonal relationships expressed through choices and mutual attractions. It was Moreno's genius to contrive the criterion for uncovering the interpersonal choices of the children for one another. This efficient method of measuring group structure is not yet superseded by any method in its usefulness for the study of interpersonal choices.

Infact, the origin of sociometric thinking was presented in Moreno's book 'Das Stegreiftheater' (1923), but the foundation stone of the sociometric movement was

laid by his most stimulating book entitled "Who Shall Survive" (1953), in which sociometry was presented as an important technique of understanding the interpersonal attraction. The greatest contribution of Moreno is that he developed a technique, which made it possible to investigate the issues which were merely speculated previously. This technique permits the analysis of each person's position and status within the group with respect to a particular criterion (Moreno, 1934).

Thus, sociometric technique is a method<sup>used</sup> to determine the degree to which individuals are accepted in a group, to discover the relationships that exist among these individuals, to reveal group structure, and to identify subdivisions of the group and various types of group positions like populars, neglectees, isolates, etc. (Sharma, 1975). One might say that sociometry is the study and measurement of social choices. It has also been called as a means of studying the attractions and repulsions of members of groups. In short, sociometry is a broad term indicating a number of methods of gathering and analyzing data on the choice, communication, and interaction patterns of individuals in groups.



In 1912 Moreno had developed two hypotheses which, later on, became genesis of sociometry. These were:

1. The spatial proximity hypothesis, and
2. The temporal proximity hypothesis.

According to the first, the nearer two individuals are to each other in space, the more do they owe to each other their immediate attention and acceptance. The second hypothesis postulates: "The sequence of proximity in time establishes a precise order of social attention and veneration according to a temporal imperative, the here and now demands help first, the next in time to the here and now backward and forward requires help next" (Moreno, 1912).

The basic theoretical frame developed and guided by the practical insights from the fields was finally reported in 1934 with much enthusiasm around. Florian Znaniecki (1937) has remarked:

"The issues raised by new field (sociometry) were old sociological problems but that sociometry merits the credit for enabling the behavioral scientists to study phenomena which for thousands of years have attracted the social scientists and were rather evaluated than investigated" (Znaniecki, 1937).

The basic sociometric techniques were generated between 1918 and 1923. By 1932 the American public were made aware of the concepts and research tools. Since its inception in 1934, sociometry has been successfully revealing the group structure (Evans, 1962). An interesting era in the field, however, began when several important variables were related to the sociometric status of the individual. The purpose was to understand as to why some people are more socially accepted, while others are rejected. There are several important variables which have been found to be related with the sociometric data. Empirical studies have shown that physical attractiveness (Cooper, 1944; Lee, 1943; Walster, 1974; Miller, 1978; Mudux, 1981 etc.), intelligence (Heber, 1956; Wrighter, 1948; Blazley, 1948; Mannrino, 1976), age (Heber, 1956; Cohen, 1977), race (Gottman, 1977), socio-economic status (Lundberg, 1937; Sower, 1948; Becker and Loomis, 1948; Campell, 1964; St. John, 1970; Barnett and Zukeri, 1977; Burzynaki, 1980) and personality traits (Seague, 1933; Fleming, 1935; Urdoon, 1954; Lend-Skold, 1973) etc. are the important factors in determining the sociometric status of the individual.

Reviewing the work on sociometric choices, one wonders that while the above mentioned factors have been

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given much importance in determining the sociometric choices, person-perception processes — processes by which men come to know and to think about other persons, their characteristics, qualities and inner states—have been ignored. Realizing this fact the purpose of present study is to bring out the difference in the perceptual processes of populars, neglectees and isolates, when they are required to evaluate their ownself and others.

'Person perception' or 'impression formation' is referred to the way we 'perceive' or 'cognize' other persons - their intentions, attitudes, traits, emotions, ideas, abilities and purposes, as well as their overt behaviour and physical characteristics. In other words, person perception refers to the processes by which man comes to know and to think about other persons, their characteristics, qualities and inner states. The term 'perception' is taken sometimes as 'apperception and cognition'. It is also named as social perception, person cognition and interpersonal perception. Perhaps the best term is that used by many French writers, who speak of "la Connaissance d'autrui" which in English means "knowledge of others". Another good term, as Kaminski (1959, 1963), has ably argued, would be 'social cognition'.

Whatever the label, the basic question remains the same: "How we perceive and know the characteristics of other persons?" Is this process distinguishable from other forms of perceiving and knowing? Heider (1958) wrote: "we shall speak of 'thing' perception as non-social perception when we mean the perception of inanimate objects, and of 'person perception' or 'social perception' when we mean the perception of another person".

The inferences and observations which we make about other people are mainly about emotions, intentions, attitudes, ideas, abilities, purposes, traits, thoughts, perceptions, memories, events that are 'inside' the person and strictly psychological. This makes a difference between the person perception and other forms of perception. In addition, in person perception the similarity between the perceiver and the perceived object is greater than in any other case. This unique fact probably inclines and enables the perceiver to make full use of his own experience in perceiving, judging or inferring others' state or intentions (Tagiuri, 1954). Impressions can be based upon a wide variety of information about the other person.

The process of how we know people did not receive formal and separate attention untill the later part of

the nineteenth<sup>e</sup> century. Darwin's work (1872) on emotional expressions and their recognition gave scientific impetus to this problem and at the beginning of this century the range of questions was extended to: How do we know any characteristics of another (Hollingworth, 1911)? What are the characteristics of the "good judge" of other person? Later, concern spread to the still broader problem of how people perceive or know their human environment in general. Many writers, including Cooley, Mead, Allport, Brunswik, Murrey, Tagiuri, Taft, Kaminski, etc. drew attention to the importance of understanding these processes.

People use various cues, information and concepts while forming impression or in thinking about others. People can arrive at some evaluation of another person from almost 'any' data, and that they do so with a high degree of consensus (Asch, 1946). This has been shown in various studies using a great variety of cues, such as actual persons, photographs, voice recordings, trait information, posture (Ekman, 1964), schematic representations of persons (Rosenberg and Langer, 1965) and paths described by a person (Tagiuri, 1960). Peoples' feelings toward, and reactions to criticisms and deprivation

vary dramatically according to whether the other person is seen as having "intended" or as having been responsible for the negative action. This suggests that people may be very alert to and watchful for cues of this aspect of the other (Hastorf, 1964; Jones and DeCharms, 1958; Strickland, Jones and Smith, 1960; Thibaut and Riecken, 1955). Two other aspects that seem strongly to attract the beholder's attention are a person's good-bad qualities (Heider, 1958b; Osgood, 1953) and his relative 'power' (Pepitone, 1958).

Apart from such general aspects of the other person, which are probably basic to interpersonal relation, it seems likely that the attributes of the other person to which attention is given depend on the motivational state of the judge (Berlew and Williams, 1964).

In conclusion, it appears that people use a large variety of cues to make inferences about the state of mind and personal qualities of other persons; they seek to combine these inferences in various ways to achieve a unified and organized impression.

Our perceptions of other persons set the stage for our later interactions with them. That is, our perceptions of their feelings, motives, intentions, and characteristics strongly affect the way we react to and with

them. Indeed, it is hard to imagine any aspect of our social relations which is 'not' strongly affected by such perceptions.

A thorough review of the literature reveals that self-perception holds an important place in person perception. A person's self-image has an important impact upon his perception of other people. Paterson's study (1974) observes that people may perceive others in such a way as to protect or enhance their concept of themselves. Conversely, small situational changes in self-image are capable of producing related specific changes in images of other people (Lewick, 1983).

In the process of assessing the personality characteristics of the subjects in real life, psychologists have been employing those persons who happened to interact with the subjects over considerable periods of time and hence are expected to be aware of their personality dispositions. Although it is reasonable to obtain more accurate description of personality of subjects from those who know the subjects very well, than from those who are strangers, even the familiar assessors are known to make different kinds of errors regarding the elevation, dispersion and the interrelationship of the traits. In addition to the motivated distortion of evaluation of

others, different sets of errors have been reported in the context of the accuracy of ratings where the criterion have been individual's self-ratings. When no criterion have been employed, the ratings themselves furnished the evidence of rater's tendency to be lenient or strict in assigning ratings to others.

'Leniency error' is the tendency to rate others (and also oneself) high on favourable traits and low on unfavourable ones. Another well-known tendency is stereotyping, the general inclination to give prefabricated description to a person on the basis of some easily and quickly identifiable characteristics such as age, sex, ethnic membership, nationality or occupation.

Another judgemental effect that plays an important role in this process is the 'halo-effect', a term coined by Thorndike (1920). As early as 1907 Wells found that judges tended to rate subjects on several traits in terms of a general impression of goodness or badness (the 'halo') and that this introduced a spuriously high correlation among their ratings.

'Assumed similarity' (first reported by Hanks, 1936)—the inclination under certain circumstances to attribute others responses one would give oneself, a form of



projection - generates high accuracy scores for judges who happen to be similar to the persons judged.

In addition to the assumed-similarity mechanism, there are other processes that people can use while making judgements. For example, subjects might observe their own behaviour and consider how that behaviour might be interpreted by the other person.

As pointed out earlier, our purpose is to study the person perception processes and make use of them for understanding/<sup>an</sup> individual's sociometric position in a group. Our assumption is that those who can attract choices by majority of group members are aware of traits which are perceived as socially desirable and important. For this reason they either try to inculcate these traits in their personalities or simply present themselves as possessing those traits that are generally valued in the culture. Besides keeping good social knowledge about traits, populars may possess the skills which are helpful in handling the interpersonal relations, both in dyadic and group situations. They are perhaps capable of encountering others in such a manner that the reward/cost ratio is favourable for the others and for this reason others may prefer to have permanent relations with them.

On the other hand, neglectees and isolates are expected to lack the social knowledge of acceptable traits and for this reason may fail to cultivate such traits and also fail to present themselves as possessing traits which endear them to others. So far as their reward/cost ratio is concerned, they might ask for more rewards than costs because of their lack of interpersonal skills.

As far as the self-perception is concerned, it may be hypothesized that due to positive appraisal of populars by others, such individuals may have positive self-concepts based on the reflected self-image, and for this reason they may perceive themselves positively. In contrast, those who are neglected and who are denied acceptability (isolates), are likely to have low self-esteem due to negative self-reflected image, and therefore, may perceive themselves negatively.

→ Self is involved in processes of forming impressions of others. Studies have proved that the more desirable the self-rating on a dimension the more central that dimension is in perceiving others (Lewick, 1983). In this context, it is logical to expect that populars may perceive others favourably, whereas neglectees and isolates may perceive others negatively.

It is also logical to expect that there may be

differences among the three groups with regard to the bias components (judgemental errors). The populars are expected to be lenient not only when they rate themselves or other populars, but also when they rate isolates and neglectees. This is expected because in order to maintain their popularity, their interaction with others is to be a situation of exchange in which the outcome - the difference between the cost and reward - is positive for others. The tendency of lenient evaluation of others would also be less costly for the populars because, otherwise, they would have to convey the impression that they like others even when they may not do so. As far as two other sociometric groups are concerned, we can expect that isolates and neglectees may be less liberal in evaluating themselves than in evaluating those for whom they have expressed favourable feeling in the form of sociometric choices.

The populars are expected to show less halo-effect while rating themselves and others, because they are expected to have a better understanding and discrimination of intraindividual variations of personality characteristics and it is the simplistic judgement of others that may come in their way of evolving strategy that would lead to their acceptability in the group.

The three groups are likely to vary with respect to the measure of rater-trait interaction. This measure indicates the tendency to assign high/low ratings on certain traits by certain raters.

CHAPTER - II

REVIEW OF LITERATURE

## REVIEW OF LITERATURE

A man is born, lives and dies in a society. Throughout his life, he goes on making interactions and forming relationships with others. During these interaction processes, some persons emerge as populars, some remain neglected, whereas, some become isolates. Popularity is a scarce resource and is available to only a small minority of people. Since long the researchers have been interested in knowing the relationship between social status and cognitive or social psychological characteristics. In his thorough review Hartup (1970) points out that no aspect of children's social behaviour has received more attention than peer acceptance or popularity. However, the technique to measure the peer acceptance in a social group i.e. the Sociometric Test, was pioneered by Moreno (1934), who first used it to measure peer acceptance in a school setting. Sociometry not only measures the popularity/isolation status, but also provides a rich source of data from which inferences can be made about a wide variety of social psychological processes which include friendship, interpersonal power, social exchange and interpersonal attraction.

Before giving a comprehensive review of literature, let us have a glance on the methodological innovations of sociometric investigation. Originally social choice data were examined in the form of 'sociograms' which are the

graphic representations of who chooses whom within a group. Soon sociograms were followed by mathematical representations, which were less cumbersome than the drawing of sociograms. Katz'(1950) punched card technique, or the scalogram technique, originally developed for Guttman's (1950) scalogram analysis, are examples of early innovations.

However, sociometric data are most easily and perhaps most often arrayed as chooser (rows) by chosen (Columns) matrices. This arrangement was first of all suggested by Forsyth and Katz (1946). It enables the application of matrix algebra to identify various complex structural properties of groups. Besides, it simplifies the counting of choices received by any one individual. Methodological literature has been increased with the advanced computer age. The articles detailing and comparing the application of more complex matrix operations to sociometric analysis is increasing in number. Among the techniques available are direct graph theory (e.g., Flament, 1963, Harary, Norman and Cartwright, 1965), factor analysis of choice matrices (e.g., Macrae, 1960), multidimensional scaling (e.g. Reynolds, 1976), economic or input output models (Hubell, 1965, Roistacher, 1974) etc.

The basic sociometric technique was generated between 1918 and 1923. It was followed by important researches on the part of the other investigators. Newstetter, Feldstein and Newcomb (1938) applied sociometric technique to a boys' camp and some other group situations with particular attention to longitudinal studies of stability of relationship. Using sociometry, Jennings (1943) studied relationship among girls in a state training school. She identified stars and isolates and identified their personality characteristics with the help of case studies. Hunt and Solomon (1942) found several significant correlations between personality traits and group status.

The review of literature on sociometry reveals that the identification of various variables to be related to sociometric acceptability has been the chief concern of researchers. Intelligence is one of the variables, most frequently related to sociometric status. Heber (1956) reported a study in which the groups representing three levels (namely high, average and low) of intelligence were compared in terms of their sociometric status. The results showed that children of high intelligence were markedly higher in sociometric status than the children of low intelligence. This finding is in agreement with what was earlier reported by Grossman and Wrighter (1948) and Bonney (1946).



Socio-economic status is another variable which has been related to sociometric status of children. Early studies by Sower (1948), Backer and Loomis (1948), Campell (1964), St. John (1970) and St. John and Lewis (1975) have shown that the children coming from higher socio-economic status and background have developed more positive other concepts than those belonging to a lower socioeconomic background. However, the studies conducted by Zuker and Barnett (1977) and Burzynski (1980) are representatives of the approaches which envisage that relationship between socioeconomic status, far from being simple and direct, is moderated by a large number of environmental and experimental factors.

Researches have been reported in which relationship between sociometric choice and observed acceptance of children belonging to different racial groups has been explored. Gottmann (1977) found that while there was no relationship between sociometric choice and observed acceptance in a group of 3-5 years old, the relationship between sociometric rejection and negative interaction was moderately positive ( $r = .30$ ). Porter (1971) using a projective measure of sociometric acceptance found that except for one group of White children rejecting Blacks in sociometric choice; White 5 year olds selected Blacks most frequently as playmates.

A study conducted by Joseph Hraba and Geoffrey Grant (1970) examined the racial preferences of Black children in an interracial setting. It was found that the majority of the black children preferred the black dolls; like the blacks the majority of the White children preferred the dolls of their own race.

Structural characteristics of family is yet another factor related to popularity. The review of literature reveals that structural characteristics of family have significant effects on the popularity-isolation of people. Oden and Asher's (1977) findings have shown that the social skill dimension of popularity acquired by the children of differing birth order accounts for their popularity. This study is further supported and confirmed by the investigation carried out by Miller and Maruyama (1976). They found that later-born children to be more popular than early-born children. In an analysis of traits associated with popularity it was reported that positive interpersonal skills are responsible for the popularity of the later-born children. The first-born children are likely to dominate, coerce, and exploit younger siblings which subsequently influence their popularity adversely but later-born grow tolerance, accommodation, and therefore, enjoy more popular status than their older brothers and sisters.

The impact of parents' attitude on the children's socio-metric choices has also been the concern of social psychologists. An important study to determine the impact of parental values and attitudes was conducted by Cohen (1977). The results showed that the peer group homogeneity, friendship patterns and interpersonal choices are significantly influenced by parental attitudes.

Not only the parental values, but teachers values also have strong effect upon the popularity. In a study carried out by Gerard, Jackson and Conolly (1975), it was found out that popularity was strongly affected by the teacher's values. The study was conducted in multi-ethnic classrooms in which there was large number of White children. Teachers were asked to rate the children's academic motivation and from this teachers' bias scores were obtained. A biased teacher was one who underestimated the academic motivation of a child belonging to minority group, as compared to the child's actual performance, and overestimated the academic motivation of white children. The teachers who expressed this bias were compared to those who did not underestimate the ability of the minority children or overestimated the ability of White children. An examination of the friendship nomination received by children in those two types of classrooms revealed that the "more biased a teacher was toward minority children,

the fewer friendship choices those children received from Whites".

#### PERSONALITY CHARACTERISTICS:

For those persons working with groups, it is becoming important not only to determine the sociometric relationships existing within the groups, but also to have some knowledge of the personality characteristics which are frequently associated with social selection and rejection. Northway and Wigdor (1944) carried out a study where Rorschach was employed to investigate the personality patterns of sociometrically selected groups. In their population of eighth grade children, it was found that low sociometric status was usually associated with receissive, schizoid, psychoneurotic patterns and inefficiently aggressive behavior.

A similar study by Dahlke (1953) reveals that personality adjustment is related to the interaction and choice status in the school. Poorly adjusted children would rate low as compared to those who are better adjusted. Studies by Baron (1949), Bonney (1943), Hardy (1937), Bronfenbrenner (1947), Kahlen and Bretsch (1947), and Northway (1947) have indicated the relationship between high social status and the more positive personality characteristics. Underchosen individuals, in these investigations, have frequently been

found to possess personality patterns which imply the presence of emotional problems of a possibly serious order. Baron (1953) undertook a study to bring out contribution of personal social characteristics to classroom social status and also the impact of such status upon the individual. The findings of the study were that high status girls seldom indicate the presence of adverse emotionality or a sense of inordinate environmental demands. They compare themselves favourably with their peers, feel secure in status, enjoy group activities, display "systematic" behaviour infrequently and appear to have established satisfactory home and school relationships. Girls of average social status reveal some degree of oversensitiveness and a sense of environmental pressure. Girls of low social status frequently indicate the presence of adverse emotionality, a sense of excessive environmental demands and they compare unfavourably with peers.

Mills (1952) studied personality characteristics of the most popular and least popular college students. On the samples of 21 most popular and 21 least popular students, the MMPI, Rorschach and TAT were administered. The results indicated that the two groups were significantly different in their personality patterns. The MMPI results showed that the most popular were:

a) less deviant or eccentric in responding (F), b) more defensive (k), c) less psychosthenic (PT), d) less schizophrenic (SC), e) less manic (Ma). The Rorschach interpretation showed that popular students had matured form level and the unpopular had significantly poorer form level. On the TAT, the popular students gave themes involving the more tender emotion of congeniality, tranquility, offering aid to the parent and showing contentment with a partner of opposite sex. When hostility was aroused, the populars tended to give it a direct expression.

Pemann Solomon (1952) administered Six Personality Variable Inventory on a group of sociometrically divided subjects. The results revealed that the sociometric status were related to the ratings on such variables as, generous-stingy, affectionate-cold, enthusiastic-apatetic, but not on the variables like submission-domination, shy-bold, stubborn-yielding, etc.

Another study was conducted by Borg and Tupes (1958) to investigate the relationship between personality characteristics and leadership performances in different task situations. Subjects of different sociometric status were asked to perform different tasks. Judges were asked to rate personality traits of the subjects on the basis of their observations of subjects' performance on the task. The

results showed that the sociometric leaders were rated high on assertiveness, orderliness, extraversion and social maturity, while subjects low in sociometric status were rated high on neuroticism, social immaturity and lack of energy. Kirchoff (1974) demonstrated that sociometric populars with positive - other concepts were more forthright, self-disciplined, sensitive, conforming, conscientious and spontaneous than those low on sociometric test and with negative-other concept.

The results of the study of DeGreda et al. (1966), where friendly and unfriendly couples were drawn on the basis of sociometric measurements, showed that friendly pairs were more similar, perceived themselves as more similar, and in their case perceived similarity was higher than the objective similarity.

Nayar (1962) wanted to find personality characteristics of various sociometric groups like populars, 'non-leaders' and isolates. His results revealed that leaders (populars) possessed maximum sociometric choices, 'non-leaders' maximum rejections and the isolates ranged between six percent positive and six percent negative choices. Analysis of subjects' responses revealed that in scholastic aptitude leaders were superior to non-leaders and isolates. Academic leaders were less ascendent and more submissive, while extra-curricular

leaders were more ascendent and less submissive. On TAT, leaders gave variety of themes and built up rich stories, obviously superior to non-leaders.

Gaur (1967) undertook a study of personality profiles of isolates identified on the basis of sociometric analysis. He used 499 girls and 551 boys as subjects. Results revealed that the girl isolates were introverts and day dreamers, and were afraid of anticipated limitations. The boy isolates were reported to be dull, maladjusted, apprehensive, and suggesting no imaginative themes.

Sharma (1970) conducted a study to find out the most important factors to be associated with the sociometrically identified groups like populars, neglectees and isolates. The results revealed that a number of factors such as socio-economic status, social skills and personality are positively related to the popularity and isolation. Higher socio-economic status in terms of parents' income and education was related with popularity and lower socio-economic status was related to isolation. Skilfulness was also found to be an important determinant of popularity. Populars were high on skills like making pen-friends, arranging exhibitions, debating, athletic capabilities, etc. As far as personality traits are concerned, it is reported that: there is lot of similarity in the



personality characteristics of unaccepted pupils, whereas those of accepted and unaccepted are dissimilar. Populars are generally aggressive and overt, assertive, courageous and vigorous, confident and they play superiority roles; unaccepted pupils are submissive, non-confident, coward, weak, selfish and non-cooperative.

Wani (1980) in a study found that the sociometric popularity is related to social context. It was found that generally leadership roles are assumed by the populars - the subjects chosen as chums were more receptive, warm, placid, uninhibited and tolerant. Extra-curricular leaders were aggressive, lively, free thinking and resourceful and academic leaders were more intelligent, a little cool, rule bound, shy and shrewd.

Wani (1982) undertook another study to verify whether personality characteristics, generally found associated with persons belonging to different sociometric categories in one cultural group are also applicable to corresponding sociometric categories found in different cultural groups. The expectation that sociometric populars in one culture may be different in their personality traits from their counterparts in another culture, was based on the assumption that each culture, according to its philosophy of life, existential

situations, types of roles required for fulfilling the primary and secondary needs, considers certain personality characteristics of higher esteem than others. There was much empirical evidence to support the contention that people likely to emerge as popular are those who are characterized by the traits which are considered socially desirable by the members of the group who nominate them for different sociometric categories.

#### PHYSICAL ATTRACTIVENESS:

The standards of physical attractiveness vary from culture to culture and from one time period to another. When we see pictures of the "beautiful people" from another time or place, we tend to laugh more often than to feel awestruck. Nevertheless, within a particular culture at a particular time, there is fairly good agreement as to just who should be classified as beautiful women or handsome men (Berscheid and Walster, 1974a). Researchers have investigated the impact of physical attractiveness on social interaction. Recent researches demonstrate that an individual's physical attractiveness does affect other's reaction to him. Specifically, it influences first impressions of peers (Miller, 1970; Dion et.al., 1972) and heterosexual attraction (Walster, 1966; Berscheid et al., 1971). Physically attractive individuals

typically receive more favourable evaluations than their less attractive counterparts. For example, in the Dion et al. (1972) study, subjects inferred that attractive persons possessed more socially desirable personality traits than unattractive individuals, e.g., the former were seen as friendlier, warmer, more stable and more sincere. Study of Dion and Allen Berscheid (1974) indicate that young children's physical attractiveness is related both to popularity in their peer groups and to peer's perception of their social behaviour. Mills and Aronson (1965) have directly demonstrated that physical attractiveness is a usable source in social influence. The results of the studies conducted by McWhiter (1959), Moss (1969), and Byrner (1971), in different test situations, revealed that attractiveness had a positive influence on interpersonal attraction.

A recent study of physical attractiveness and popularity in different interpersonal situations has been reported by Maddux (1980), who separated a group of 196 subjects on the basis of sociometric analyses. The choice criteria were: to enjoy together, to work together, to play together, and to talk to each other. The study revealed that on all these criteria physically most attractive subjects received more choices than physically less attractive.

The review of literature on sociometric choices reveals that a very important aspect, i.e. the process of interpersonal perception has been badly ignored. It is the process by which man comes to know and think about other persons, their inner states, qualities and characteristics. In other words person perception means "impression formation". The term perception is taken sometimes as "apperception and cognition". It is also termed as social perception, person cognition and interpersonal perception. But many French writers have perhaps used the best term i.e. "la Connaissance d'autrui" which in English means "knowledge of others". Yet one more good term is "social cognition" given by Kaminski (1959, 1963). Whatever the label, it can not be denied that interpersonal perception has got an important place in the process of interpersonal relationships. Our perceptions of other persons set the stage for our later interactions with them. Since the purpose of the present study is to find out the relevance of evaluation of the traits in self and others, perception of populars neglectees and isolates, it was essential to review the literature on person perception.

Historically, the study of person perception began with the work on recognition of emotions more than a hundred years ago, when Charles Darwin published "The Expression of the

Emotions in Man and Animals" (1872). Darwin's writing stimulated a number of psychologists to look further into this matter. Much of the experimental work in person perception upto the 1930 deals with this problem. After that time, attention was focused on the ability to know others' qualities and on the processes leading to such knowledge and the subject of recognition of emotions lay quiescent for some 15 years. Then in 1950, articles on recognition of emotions began to appear again alongwith works on other aspects of person-perception. Since the present study is concerned with the biased components and /trait evaluation in self and others' perception, the survey of literature on person perception would be restricted to these particular areas.

#### THE PROCESSES OF KNOWING OTHERS:

Perceptual, cognitive and affective processes all appear to play a part when we form an impression of another person. These processes can also be called as the input, mental, and output processes. In the process of person perception the very first step is the cue selection (input) process. Out of all the information available about the other person, the perceiver seems to notice only a part of it. The second step is the combining of these informations. In other words the perceiver construes the information selected in such a way as to infer general traits and variety of other personal

characteristics. This is followed by the third phase in which implications are drawn as to what additional qualities or characteristics the other person might be expected to possess.

#### 1. CUE SELECTION (INPUT):

Many researchers became interested in knowing the major cues, information, and concepts that people use in forming an impression or in thinking about others.

What an individual notices about his fellowmen varies, of course, with the culture. As Hallowell (1951) pointed out, the Ojibway male apparently notices first whether or not a woman is a totemic sister (and sexually taboo). We may perceive a person's general dress first, or his seeming directness, or his warmth or aloofness. One's culture and the demands of the situation play an important role in focussing one's attention on certain aspects.

##### a) Effect of the Appearance:

Appearance plays an important role in person perception by establishing the identity of the other person and enabling the perceiver to categorize him in terms of age, sex, perhaps social class and a variety of other characteristics. Stone (1962) reported that most people assume that an individual

expresses himself through his appearance, thereby providing valuable information about his values, tastes and attitudes; he may, perhaps, reveal some of his personality traits, such as carefulness or fastidiousness, and betray his moods - for example, whether he is gaily or sombrely dressed.

Specific features of persons appearance may be used as clues to personal qualities. Secord and his colleagues (1958) have investigated the part played by physiognomic characteristics. Their work indicates that two distinct aspects of the face are important: (a) the structural or physiognomic aspect (for example, length of face, height of brow) and (b) the expressive features brought about by the contractions of the facial musculature (for example, type of smile). Their studies also reveal that subjects show considerable agreement in attributing personality traits to faces with particular physiognomic characteristics, although some individual and group differences exist.

Some studies have investigated the particular physiognomic cues utilized for inferring personality traits. Secord and Muthard (1955) had subjects rate photographs of young women on physiognomic and personality characteristics and from the ratings they were able to identify those attributes of appearance responsible for the impressions. For example,

woman who has narrow eyes, a relaxed mouth with thick lips and lots of lipstick were seen as more sexually attractive, passionate and feminine than woman with thin, straight lips, a compressed mouth and wearing little lipstick; moral character was associated with bright eyes. Similarly Secord, Dukes, and Bevan (1954) demonstrated that men with a dark complexion, coarse oily skin, heavy eyebrows and a straight mouth were perceived as hostile, quick tempered, shy, boorish and conceited. A pleasant expression, regular features and neat appearance are positively correlated with judgements of intelligence (Cook, 1939).

The effect on impression formation of other aspects of appearance, such as build, has received little attention, despite the interest of Psychiatrists, such as Kretschmer (1936) and psychologists like Sheldon (1940, 1942) who have shown the relationship between body build, personality and mental illness. Secord and Backman (1964) point out that body build is an important cue to personality impressions, though the impression may not be valid.

People can arrive at some evaluation of another person from almost any data (Asch, 1946). This has been shown in various studies using a great variety of cues, such as actual person, photographs, voice recordings, trait information,



posture (Ekman, 1964), schematic representations of persons (Rosenberg and Langer, 1965), and paths described by a person (Taiguri, 1960a).

As Brunswik (1956) and Heider (1958) have made clear, cues are interchangeable and a great variety of them can lead one to attribute to another certain traits or dispositions. It is the attributed distal, covert "dispositional" qualities (Heider's term) of the other that serve to guide one's behavior toward him, and it is with these the perceiver is ultimately concerned. Jones and Davis (1965) have given a very helpful treatment of the process of attributing dispositions from acts. Some dispositions and states are more important variables in interaction than others; cues to these may draw special attention. Among the aspects of another to which a person particularly attends to are his intentions, especially when the action is directed towards the beholder. Indeed, there is a general tendency to see others as 'origins' and 'responsible agents' of actions (Heider, 1958a; Pepitone, 1958).

People's feeling toward and reactions to criticism and deprivation vary dramatically according to whether the other person is seen as having 'intended', or as having been responsible for the negative action. This suggests that people may be very alert to and watchful for cues of this aspect of the

other (Hastorf, 1964; Jones and de Charms, 1958; Strickland, 1958; Strickland, Jones and Smith, 1960; Thibaut and Riecken, 1955). Two other aspects that seem strongly to attract the beholders attention are a person's good-bad qualities (Heider, 1958b; Osgood, 1953) and his relative 'power' (Pepitone, 1958). The attributes of the other person to which attention is given depend on the motivational state of the judge (Berlew and Williams, 1964).

b) Effect of contextual factors:

The beholder has two external sources of information about the states, feelings, attributes, and intentions of the others: (i) the object person, and (ii) the situation or context of the object. Usually a person is seen in a context, and the perceiver utilizes cues from both the person and the situation. Indeed, it is by using the 'combination' of information available from both these sources that we arrive very often at judgements that are sufficiently correct to form the basis of smooth interaction with our social environment (Taiguri, 1954).

Contextual factors affect the perception of a social stimulus in much the same way as 'field' variable affect the perception of physical stimuli; the meaning of a stimulus varies with the situation. Asch (1946) suggested that the

meaning of a trait depends upon the other traits a person is thought to possess. Strich and Secord (1956) showed how the perception of physiognomic attribute is affected by the other physiognomic attributes the person is seen to possess. Cline (1956) using line drawings, showed that the interpretation of a facial expression was affected by the expression on a second face adjacent to it. Levy (1960) reported a contrast effect in person perception. Target photographs presented in the context of two other photographs were rated in the opposite manner to the contextual photographs if the contextual photographs gave rise to common judgements. Holmes and Berkowitz (1961) reported a similar effect in judgements of pleasantness. A pleasant person seems more pleasant after seeing an unpleasant person.

c) The effect of order of presentation:

The layman's notion that first impression are important has been supported by experimental evidence. Asch (1946) presented subjects with a list of discrete traits. A second group of subjects were presented with the same list in reverse order. The two lists gave rise to different impressions presumably because adjectives presented earlier in the series had a greater effect than those presented later. Other experiments using trait lists got similar results (Anderson and Barrios, 1961; Anderson and Hubert, 1963; Anderson and

Norman, 1964; and Anderson, 1965).

Asch suggested that the initial words in a list modify the meaning of later words. For example, the term 'cunning' will give the word 'clever' a meaning which is similar to word 'shrewd'. Methodological difficulties have hindered experimental examination of this idea. However, Anderson and Lampell (1965) report that the meaning of a personality trait in the context of two other traits was not affected by the context if the subject was instructed to rate the trait itself. If they were told to regard the three traits as belonging to the same person, the meaning of the test trait was displaced towards the contextual traits (Wyer and Watson, 1969).

An alternative explanation of the primacy effect given by Anderson and Hubert (1963) suggests that instead of a shift in meaning, later items merely carry less weight than the initial items and less attention is paid to them possibly because of overloading of the subjects information-processing capacity. A study by Anderson (1965) provides some support for the idea that subjects use an averaging process. Traindis and Fishbein (1963) suggest that a summation model is more appropriate. Lovie and Davies (1970) discuss the application of Bayes Theoram to the problem of combining information about persons. Luchins (1957a) obtained a marked primacy

effect by using two blocks of information which described a teenage boy. One block described him behaving in an extraverted manner, the other in an introverted manner. Despite the strong evidence in favor of primacy effects, slight alterations in the experimental conditions would completely remove them. Luchins (1957b) showed that they could be reduced either by warning the subject not to make snap judgements, or by interpolating a similar warning or an unrelated task, such as an arithmetic test, between the two blocks of information. The interpolated tasks were the most effective; probably because they decreased the likelihood of the two blocks being perceived as a total unit. This interpretation is supported by the work of Asch (1946).

In conclusion, it appears that people use a large variety of cues to make inferences about the states of mind and personal qualities of other persons.

## 2. COMBINING IMPRESSIONS:

All the information available about the other person is combined by the perceiver in various ways to achieve a unified and organized impression. So, the second step in the process of person perception is the combining of the informations. In other words, the perceiver construes the information selected in such a way as to infer general traits and a variety of other personal characteristics.

In all cognitive complex processes, there is a tendency to 'maximize balance' and to 'avoid dissonance of elements' (Asch, 1952; Bramel, 1963; Pepitone and Hayden, 1955; Secord, Beckman and Eachus, 1964). The other person is viewed as more homogeneously good or bad than he can be shown to be when his characteristics are independently measured. Information integration theory (Anderson, 1974) offers an approach for understanding how people combine stimulus information when making judgements and decisions. The theory seeks to determine the nature of the integration rule (e.g., adding, averaging, multiplying) employed by people in various response domains. The target person is thought of as a configuration of highly integrated characteristics (traits, emotions, etc.).

In short, it seems that people seek to combine the inferences drawn from a large variety of cues to accomplish a unified and organized impression. This leads to the interpretative and extended inferences which are very much influenced by the judge's personality traits and self perception.

a) The effect of personality traits and motive of judge:

There is a large number of studies on the relationships between person perception and the personality of the judge. Since Murray's (1933) early experiment on the effects of fear arousal upon children's perceptions of photographs, a

considerable number of attempts have been made to demonstrate that people tend to attribute (project) their own repressed feelings and socially undesirable characteristics to other people.

Authoritarianism is a trait that has received considerable attention (Jones, 1954; Scodel and Friedman, 1956; Crockett and Meldinger, 1956; Kates, 1959 and Lipetz, 1960). Authoritarians tend to see other people as similar to themselves and hence rate stimulus person higher on authoritarianism, power and leadership than do non-authoritarians (Kates, 1959). They also appear to use evaluative responses more readily and to make more extreme evaluative responses than do non-authoritarians (Warr and Sims, 1965). High status persons are usually seen in a more favourable light by authoritarians than by non-authoritarians (Jones, 1954) but authoritarians show more generalized fear, suspicion, and moralistic condemnation of strangers (Desoto, Kuehne and Wunderlich, 1960). The impressions formed by authoritarians tend to be more resistant to change than those formed by non-authoritarians (Steiner and Johnson, 1963). In general, they appear to be less sensitive in their perception of other people, although this possibility has been questioned by Schulberg (1961). When forming impressions, authoritarians

make more use of external characteristics and cues, such as social class, than do non-authoritarians (Wilkins and deCharms, 1962).

The tendency to see others as like oneself is true of individuals other than authoritarians. Fensterheim and Tresselt (1953) showed that subjects tend to attribute values dissimilar to their own to people they dislike, but attribute values similar to their own to people they like. There is a tendency for people to assume that others are similar to themselves. Attempts to measure 'assumed similarity' have had limited success because of methodological shortcomings of the sort that have hindered the development of a satisfactory measure of accuracy (Cronbach, 1958 and Cline, 1964). Benedeth and Hill (1960) have argued that the centrality of a trait attributed to another person varies with the strength of the same trait in the perceiver. They reported that their subjects sociability scores on a questionnaire were significantly related to the impressions they formed of people who were said to be sociable and unsociable.

Neuroticism is an important personality characteristic that may be related to impression formation. Rabin (1962) found greater differences between maladjusted subjects, and normal subjects in their judgement of others. Shrauger and



Altrocchi (1964) suggested a curvilinear relationship between adjustment and differentiation, with differentiation increasing from a low level among extremely defensive people (repressors) to a maximum among people with normal insight into self and others, and it decreases to a low level among people with severe personality disturbances, that is, disrupted defences. Altrocchi (1961) found that among a group of normals, repressors differentiated less than did sensitizers.

b) Self-perception:

Self-perception holds an important place in determining the perception of others. People differ in their self-image and this causes differences in their perception of other people. People may perceive others in such a way as to protect or enhance their concept of themselves (Peterson, 1974).

Self-perception theory (Berg, 1972; Kelly, 1967) asserts that in knowing ourselves, we are essentially in the same positions as any outside observer of ourselves and must infer our emotions, attitudes and abilities from the way we behave. This recent version of self-perception theory is similar to many earlier theories of interpersonal perception notably those of Heider (1958a), James (1890), Ryle (1949) and Skinner (1971).

Powel Lewick (1983) in a study has shown that the more desirable the self rating on a dimension the more central that dimension is in perceiving others.

David (1980) in a study has found that subjects descriptions of their own personalities correlate well with descriptions contributed by their peers, especially on traits high in social desirability.

Self is involved in processes of forming impressions of others and even very small situational changes in self-image are capable of producing related specific changes in images of other people (Powel Lewick, 1983). Self schemata may be crucial in formulating descriptions and evaluations about other people (Kuiper and Rogers, 1979; Markus and Smith, 1980; Kuiper, 1981).

Self-perception, self-esteem, self-acceptance, self-valuations and self-regard have often been used interchangeably. However, certain conceptual nuances may have been obliterated in such gross classifications. An important distinction may be drawn between self-esteem and self-acceptance. On the majority of tests purporting to measure self-esteem, persons who attribute to themselves a high percentage of positive traits and a low percentage of negative traits are considered

to be high in self-esteem (Marlowe, 1964). However, as Rogers (1959) has pointed out, the person who is high in self-acceptance is willing to accept both positive and negative attributes into his self-conception. Horland, Janis and Kelly (1953) and Crowne and Marlowe (1964) have suggested, for example, that the person low in self-regard may have a strong need for social approval. It also seems plausible that the low self-regarding person may have a very inconsistent and diffuse self-picture. He may essentially be ensnared between the feeling that he may be inferior and the intense desire to excel. The result may be a highly vacillating approach to social interaction.

### 3. EVALUATION OF THE TARGET (OUTPUT):

#### a) Differentiation in the output:

The traits and other concepts used to describe and conceptualize other people constitute the perceivers interpersonal cognitive system which is the part of his general cognitive system. Subjects with highly differentiated cognitive system appear to be more aware of positive and negative attributes in the same person (Crockett, 1965). They are able to integrate conflicting information better than the subjects with less differentiated system (Nidorf and Crockett, 1965; and Mayo and Crockett, 1964).

A cognitive system can be described in terms of its degree of differentiation and organization. Integration of conflicting information and the degree to which fine distinctions are made about others are, therefore, two important aspects of the output of person perceptions which led to the discovery of certain cognitive styles.

Individual's cognitive processes are independent of the nature of object involved. Collin and Rosenberg (1956) showed that persons able to integrate a series of political, religious and economic terms into broader categories also tended to relate personality traits even if they were incongruous.

The degree of differentiation in person perception has been variously measured. The most common operational definition is the variance of a person's judgement of a group of object on a particular attribute. No consistent results exist on cognitive complexity so defined and its relation to personality, possibly because high scores can be obtained both by making fine distinctions over the entire range of an attribute and by using many extreme ratings (Shrauger and Altrocchi, 1964).

Other measures of differentiation define it more specifically as the number of independent dimensions used

in characterizing or classifying others (Bieri, 1961). Some empirical correlates of differentiation have been reported. Bieri (1955) found that there are reliable differences in cognitive complexity so defined, on the one hand, and cognitive complexity and abstraction qualities in conceiving other persons, on the other hand. He reported that differentiation varied inversely with the tendency to assumed similarity and directly with the measure accuracy in his study. The more abstract individuals seem better able to integrate somewhat conflicting traits attributed to a person (Harvey, Hunt and Schroder, 1961; Harvey and Schroder, 1963; Mayo and Crockett, 1964).

People differ in "theories" they "have" about human nature and personality. Such notions, often implicit, influence the type of qualities and cues they particularly note in others as well as the inferential process involved. There is considerable evidence, for instance, that individuals differ consistently in the traits they use and in the weight they give to traits in their perception and thoughts about others (Rommetveit, 1960). Some people tend to describe other persons in terms of external, surface and physical traits, others in terms of inner and psychological traits (Bieri, 1961; Sarbin, 1954; Wolin, 1956).

b) Sex differences in the output:

Whenever investigators have analysed their data separately for male and female judges, they have observed differences. Among children, females describe adult figures in a less differentiated and more favourable manner than do males (Kohn and Fiedler, 1961). In describing others, boys focus on aggression, nonconformity, and attributes relevant to physical recreation, while girls refer more to nurturant behaviour, happiness, physical appearance, and social skills (Campbell and Radkeyarrow, 1956; Dornbusch et al., 1965; Hastorf, 1962).

Woman have a greater tendency toward stereotyping<sup>e</sup> than men, seem to be less analytical and more intuitive, and use more psychological (as opposed to physical) terms than men (Gollin, 1958; Sarbin, 1954; Wolin, 1955). Other studies of sex differences support these findings (Beach and Wertheimer, 1961; Secord and Muthard, 1955; Shapiro and Tagiuri, 1959; Wertheimer, 1960). Exline (1963) has reported that women, more than men, seem to focus visually on those with whom they interact, perhaps relying more than men on visual cues. When the option exists, women seek more information about others than men do (Midorf and Crockett, 1964).

In short investigators have observed sex differences in person perception.

c) Social interaction and impression formation:

The existence of a definite psychological relationship between one person and another is likely to affect the impressions formed. For example, one's interpersonal relationship that is likely to have a great effect is the degree of liking. Liking exerts a considerable influence on the traits we assign to other people (Lott, Lott, Reed and Crow, 1970 and Fensterheim and Tresselt, 1953). Subjects tend to assign fewer favourable traits to people they dislike (Pastore, 1960a, 1960b) and liking helps to determine the frequency with which we interact with the other person, and this in turn determines the variety of behaviour we encounter. Tagiuri (1958) drew attention to the need to uncover the determinants of liking and disliking in groups.

In addition, the particular words chosen to describe well-liked, neutral and disliked actual persons differ significantly (Lott, Lott, Reed and Crow, 1970). Lott and Lott, (1970) found that children drew pictures of their peers which varied significantly both in detail and in size of head relative to body depending upon whether the peer drawn was liked, disliked or was regarded neutrally, and that other samples of children chose to look at pictures of highly liked peers more than they did at pictures of less liked ones. In still

another study (Lott, Lott and Walsh, 1970), adult students learned to associate nonsense syllables with the names of well-known public figures, or peers, with reliably different numbers of errors depending on their degree of attraction to the person.

d) Errors in evaluation:

In the process of rating personality attributes, several "judgemental effects" affect the process. The best known of these is the 'halo-effect', a term coined by Thorndike (1920). It had been noted as early as 1907 by Wells who found that judges tended to rate subjects on several traits in terms of a general impression of goodness or badness (the "halo") and that this introduced a spuriously high correlation into their ratings. With great ingenuity, later investigators have worked out procedures for minimizing the effect of the halo. These investigators were more interested in rating methods than in judgemental phenomena. Yet the effect itself has become interesting in its own right (Rommetveit, 1960; Rugg, 1921a, 1921b), reflect as it does a tendency on the part of the subject to "package" the myriad impressions he receive from another person. Halo seems to increase with increase acquaintance (Symonds, 1925, 1931).



A somewhat related tendency towards packaging information was described by Newcomb (1931). Guilford (1936) called it the 'logical error'. It was noted that judges have certain conceptions as to what traits go with what other traits. Thus, if one rates a person high on aggressiveness, one may be disposed to rate him high, rather than low, in energy. This 'error', of course, has become the subject of much direct research by psychologists interested in formation of impressions (for example, Asch, 1946).

Above mentioned general cognitive tendencies can be viewed as properties of the typical 'implicit personality theory'. In the area of person perception, the psychological frame work of inferences that links one trait to another has generally been referred to as a 'lay' or implicit theory of personality. The original work on 'implicit theories' and 'cognitive structure' was reported by Asch (1946), although he did not use these terms. He attempted to demonstrate that, in the course of establishing an impression, some personal qualities have more influence than others. The idea of an implicit or 'lay' theory of personality was put forward by Bruner and Tagiuri (1954) and then by Cronbach (1955), Hirschberg and Jennings (1980), Rosenberg and Sedlock (1972). After the publication of Bruner and Tagiuri's (1954) seminal

article "The Perception of People", a great deal of research has been devoted to the study of implicit personality theory in particular (Schneider, 1973), and to study the implicit psychology more generally (Wegner and Vallacher, 1972).

'Leniency effect' is the tendency to rate others (and also oneself) high on favorable traits and low on unfavorable ones. Such a judgemental tendency markedly affects trait-attribution studies, such as the investigation of trait projection by Sears (1936). The tendency toward leniency might well reduce the likelihood that one would project one's own undesirable characteristics on others.

Another well-known tendency is stereotyping, the general inclination to place a person in categories according to some easily and quickly identifiable characteristics such as age, sex, ethnic membership, nationality, or occupation, and then to attribute to him qualities believed to be typical of members of that category. Stereotyping does not necessarily lead to inaccuracy; sometimes it leads to more 'accurate' inferences about others than does detailed information about each individual person (Crow, 1957; Gage, 1952; Soskin, 1959).

'Assumed similarity' (first reported by Hanks, 1936) — the inclination under certain circumstances to attribute to others responses one would give oneself, a form of projection —

generates high accuracy scores for judges who happen to be similar to the persons judged. This confounds accuracy, as an ability, with fortuitous actual similarity between the other person and the judge (Bender and Hastorf, 1950, 1953; Winslow, 1937). Kelley and Fiske (1951) conclude that the modest correlation between criterion (test responses) and judgements found in the studies of interpersonal judgements were largely due to a match between the judges and the object person's "favourability" set toward the items.

#### Accuracy of Person-Perception:

Accuracy in perceiving conveyed impressions is also important to impression-management formulations (e.g., Baumeister, 1982; Goffman, 1959; Jones, 1964; Schlenker, 1980, 1985), which posit that people are often concerned about the impressions they are conveying to others. People who are individually accurate might know, for example, that they are popular, but they will not necessarily know which specific persons like them the most and, therefore, they may not be dyadically accurate. In contrast, those who are dyadically accurate can distinguish their friends from their enemies, but they may not necessarily know how they are regarded by a group as a whole. The attainment of individual accuracy might be important to people deciding whether to pursue or maintain membership in various formal or informal

groups whereas the achievement of dyadic accuracy might be useful to people deciding which particular relationship to pursue. In a recent study by De Paulo et al.(1987), subjects were accurate to a significant degree about the impressions they conveyed to their partners.

While concluding the review of literature, it may be observed that although the two areas i.e., sociometry and person perception have been studied extensively, no attempt has been made to link the two areas. The relationship between these two aspects is expected to be helpful in answering the question as to why certain persons are populars, while others are isolates or neglectees.

CHAPTER - III

METHOD & PROCEDURE

## METHOD AND PROCEDURE

The purpose of the present study is to bring out:

1. the differences in the self and others' perception of populars, neglectees and isolates, when they are required to evaluate their ownself and others on a list of 16 opposite pairs of adjectives;
2. the differences among three groups in the evaluation of 32 adjectives (unfolded from the 16 pairs) in terms of social desirability, importance and rareness; and
3. the differences among the three groups in terms of various bias components viz., leniency error, halo-effect and rater-trait interaction, in their ratings.

### Operational Analysis of the Variables:

Following are the operational definitions of the terms used in this study.

#### a) Sociometric Status:

Sociometric status and social status are used interchangeably. Both terms refer to "the number of choices that each individual receives in a network of interpersonal relations".

b) Social Structure:

Social structure refers to "the patterns of choices to and from individuals revealing the network of inter-personal ratings among group members".

c) Sociometric Test:

A method of evaluating the social structure is the sociometric test.

d) Sociomatrix:

Sociomatrix, a two fold table, is the convenient way of organizing the sociometric results.

e) Sociometric Categories:

- 1) Popular: An individual receiving more choices on sociometric tests than could be expected by chance alone, is a popular. He is sometimes called a 'star'.
- ii) Neglectees: The individual receiving relatively fewer choices than expected by chance is a neglectee. Even though such individuals receive some choices, yet they remain neglected by the majority of the group members. They are also called "Fringers"
- iii) Isolates: An individual receiving no choice is an isolate. Although he is physically a member of the group, but is psychologically isolated. He is sometimes called an "Outsider".

f) Importance:

The magnitude of a subject's rating of a trait adjective in terms of its importance is the measure of the relative importance he/she attaches to a particular trait.

g) Desirability:

The trait which is rated to be desirable is the socially desirable trait.

h) Commonness:

The trait which is considered to be possessed by majority of people is the common trait, whereas, the trait which is rarely found to prevail among people in an uncommon trait.

### PROCEDURE

The present study was conducted in two phases. In the first phase, three sociometric groups were required to assign ratings to themselves and others, in order to determine their self and others' perception; and were also asked to evaluate trait adjectives in terms of their importance, desirability and rareness. In the second phase, self and others' ratings of the three groups with respect to some selected traits, were analyzed to determine various errors. Since the present study required three groups of subjects, viz., populars, neglectees and isolates, first of all a sociometric test was used to identify these three groups. After their identification, all the three groups were asked to rate themselves and three other boys viz., a popular, a neglectee and an isolate, on 16 opposite pairs of adjectives,



using a 5-point scale. The 16 pairs of adjectives were then unfolded into 32 adjectives and the three groups were asked to evaluate these 32 adjectives in terms of their social desirability, importance and rareness. After the analysis of evaluative ratings of 32 adjectives, only 4 pairs of adjectives were picked up on which all the three groups differed significantly with respect to all the three types of ratings viz., desirability, importance and rareness. In the second phase fresh groups of populars, neglectees and isolates were identified and they were asked to rate themselves and others on the chosen 4 pairs of adjectives. The purpose was to find out the leniency error, halo-effect and rater-trait interaction for the three groups.

### Sample

Four hundred and fifty students from fourteen sections of class 9th and 10th made the sample of this study. The sample was drawn from the Zakir Hussain Model Higher Secondary School, Aligarh; S.T. High School, A.M.U., Aligarh; and Girls High School, A.M.U., Aligarh. As per sociometric requirements, all the members of the sections were included in the sample.

### TEST MATERIAL:

#### Sociometric test:

The present study required three groups of subjects, viz., populars, neglectees and isolates. For the identification of sociometric status a sociometric test was used.

While administering a sociometric test, the members of a particular group are asked to choose from among themselves partners for some specific activity. In the present study each student was asked to nominate:

- i) "Which three students of this classroom would you like to have as sitting companions"?
- ii) "Which three students of this classroom would you like to play with during recess in school"?
- iii) "Which three students of this classroom would you like to do a class assignment with you"?

#### Administration:

The following instructions were given to the subjects, before the sociometric test started:

"You have so many classfellows, you like some of your classfellows very much. You would be happy to do certain activities with those of your classfellows whom you like very much. Below are given some questions about your choices of classmates, you like much. Please answer these and be sure to fill in each space" (Appendix - 'A').

#### Scoring:

For the identification of different categories, Bronfenbrenner's (1945) scheme of scoring was used. According to it students can be classified into six cate-

gories - Popular, Above average, Average, Below average, Neglectee and Isolate - depending on the number of choices they received. The same is as under:

Category	No. of choices received
Popular	15 and above
Above Average	10 - 14
Average	9
Below Average	4 - 8
Neglectee	1 - 3
Isolate	0

Bronfenbrenner (1945) has also given the estimate of critical sociometric status scores for varying number of choices applicable upto three sociometric criteria. The critical raw sociometric status scores are applicable to any group which consists of not less than ten and not more than fifty members. The table presented below elaborates the score system.

TABLE 1: CRITICAL RAW STATUS SCORES FOR DIVERSE SOCIOMETRIC SITUATIONS.

No. of choices allotted to each person for each criterion	One criterion critical score			Two criteria critical scores			Three criteria critical score		
	Exp. value	Lower limit	Upper limit	Exp. value	Lower limit	Upper limit	Exp. value	Lower limit	Upper limit
1.	1	None	4	2	None	6	3	0	8
2.	2	None	6	4	0	9	6	1	12
3.	3	0	7	6	1	11	9	3	15
4.	4	0	8	8	2	13	12	5	18
5.	5	1	9	10	4	16	15	9	22

Having identified 50 subjects in each of the three sociometric categories they were given a list of 16 pairs of adjectives. The subjects were required to (a) rate themselves, other populars, neglectees and isolates on 5-point scale in terms of each of the 16 pairs of adjectives, and (b) rate the importance, desirability and commonness of 32 adjectives unfolded from the 16 semantic differential scales.

#### Administration:

##### Instructions for self-ratings and ratings of others:

"Few days back you and your classmates were required to

indicate the choice of friends in different situations. On the basis of your responses, I have identified three categories of boys viz., (i) boys who are liked by most of the classmates, (ii) boys who are liked by few classmates, and (iii) boys who are not liked by the classmates.

Today you have to do something different. Below is given a list of opposite pairs of adjectives. Using each pair of adjective, you have to give numbers from 1-5 to indicate your judgement about the characteristics of yourself, a boy whom you think is liked by most of the classmates, a boy whom you think is liked by few classmates and a boy whom you think is not liked by the classmates. While rating others, first write the name of the most liked boy on top of the column and then rate him on the 16 pairs of adjectives. After completing the ratings of the most liked boy, write the name of the boy liked by few classmates on top of the second column and then rate him too in terms of the 16 pairs of adjectives. Do the same with the least liked boy" (Appendix - 'B').

Instructions for the ratings of importance, desirability and commonness of adjectives:

"Last time when I visited you, you were required to describe yourself and three boys of your class in terms of pairs of opposite adjectives. This time I am presenting you

the same adjectives one by one and not in pairs. You are requested to indicate how much the personal quality described by each adjective is 'IMPORTANT-UNIMPORTANT', 'DESIRABLE-UNDESIRABLE' and 'COMMON- UNCOMMON'. The meaning of these terms is given hereunder:

Important: An important characteristic is one, whose presence or absence in an individual on the whole make him a different type of person.

Desirable: A desirable characteristic is one which is in confirmity to the norms of a particular society, i.e. which is liked by most people.

Common: A common characteristic is one which is more frequently found among people.

Taking each adjective, you have to give numbers from 1 to 5 to it, so as to indicate your judgement about its importance, desirability and rareness (Appendix - 'C').

Instructions for the ratings of self and ratings of others on 4 pairs of adjectives, to locate the errors:

"Today you will be required to judge yourself and your three class-fellows in terms of each one of the four pairs of adjectives written on two ends of a dotted line. You

have to place a crossmark (X) near left or right end of the line, if you have to indicate that person has much of the quality indicated by the adjective. The nearness to the mark to the end indicates the degree of quality written at the end. Placing a mark at the middle of line indicates that you are not in a position to decide whether the person has quality indicated by the left-hand side adjective, or the quality indicated by the right-hand side of the line".

"Remember, you have to rate (i) yourself; (ii) a boy, whom you think will be preferred by most of the class-fellows, (iii) a boy, whom you think will be preferred by few of the classmates, and (iv) a boy whom you think will not be preferred by any of the class-fellows" (Appendix-'D').

#### STATISTICAL ANALYSIS:

Means and standard deviations (SDs) of the self-ratings and other ratings of populars, neglectees and isolates were obtained. The t-test was applied to find out the significant differences between the self-ratings and others' ratings of each of the three groups separately. Means and SDs of the three sets of ratings i.e., importance, desirability and commonness of the trait adjectives were also obtained for the purpose of inter-group comparisons. For the significance of

differences between means, the t-test was used.

Guilford's formulae (1954) were applied to find out the leniency error, halo-effect and rater-trait interaction error. As per Guilford's formulae we start with a matrix of arithmetic means for rater-ratee combinations. Each mean in the body of Tables a, b and c of Appendix 'E' is based on four observations (ratings on four pairs of adjectives). The variations among these means include the simple influences of rater differences and ratee differences which we must remove to find the rater-ratee interaction effects. The last columns in the said Tables show the deviations of rater means from the grand mean (4.08). These deviations ( $X'_{kl}$ ) are the leniency errors of raters. Results are reported in Tables a, b and c of Appendix 'E'.

In order to obtain the halo-effect, the adjusted means of the rater-ratee combinations were drawn. The adjustment was a double one, eliminating the inter-rater differences and inter-ratee differences. From the mean in each cell of the Tables a, b and c of Appendix 'E' are deducted the corresponding deviations  $X'_{kl}$  and  $d_i$ , which is the adjusted mean. This procedure ensures that the adjusted means for all raters and for all ratees will equal to the grand mean (4.08). The deviations of these adjusted means from the grand mean are the raters' halo-error.



Results are reported in Tables d, e and f of Appendix 'E'.

In order to estimate the rater-trait interaction error, the similar process was applied. Here, however, we average by combinations of raters and traits, ignoring individual differences among ratees. The steps are analogous to those in the above Tables. Results are reported in the Tables g, h and i of Appendix 'E'.

The extension of the median-test was applied to find out the difference between the three sociometric groups, regarding the leniency error, halo-effect and rater-trait interaction.

CHAPTER - IV

R E S U L T S

## R E S U L T S

As stated earlier, the aims of the present study were:

- a) To find out the differences between self and others' perception of populars, neglectees and isolates;
- b) To discover differences among the three groups with respect to evaluation of trait adjectives for social desirability, importance and rareness; and
- c) To discover the differences among the three groups with regard to the biased components viz., leniency error, halo-effect, and rater-trait interaction.

In view of the first objective of the study the means and SDs of the self-ratings and others' ratings of the three groups on 16 pairs of adjectives were obtained. The t-test was used to find out the significant differences between the self-ratings and others' ratings of each of the three groups. The results are presented in Tables 1, 2 and 3.

TABLE 1.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY POPULARS

S.No.	Pairs of adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	4.0	0.8	4.4	0.5	2.99	$p < .01$
2.	Disloyal-Loyal	4.1	0.8	3.9	0.9	1.17	
3.	Stupid-Clever	3.9	0.8	3.9	0.8	0.00	
4.	Ugly-Beautiful	3.4	1.0	4.4	0.5	6.32	$p < .01$
5.	Short-Tall	3.5	0.9	4.0	0.8	2.93	$p < .01$
6.	Passive-Active	3.4	0.8	3.8	1.0	2.20	$p < .05$
7.	Slow-Fast	3.6	0.9	3.5	1.1	0.49	
8.	Powerless- Powerful	4.0	0.9	3.8	1.0	1.05	
9.	Dirty-Neat	4.1	0.5	4.1	0.7	0.00	
10.	Lazy-Hardworking	4.0	1.0	4.0	1.0	0.00	
11.	Unfriendly- Friendly	4.3	0.6	4.1	0.8	1.41	
12.	Quite-Loud	3.3	1.2	3.2	1.0	0.45	
13.	Mean-Kind	4.0	0.9	4.5	0.5	3.43	$p < .01$
14.	Weak-Strong	3.4	1.1	3.6	1.0	0.95	
15.	Untrustworthy- Trustworthy	4.0	0.7	4.4	0.6	3.06	$p < .01$
16.	Relaxed-Tense	3.5	0.9	3.5	1.0	0.00	

TABLE 1.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN  
BY POPULARS

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	4.0	0.8	2.7	0.9	7.63	$p < .01$
2.	Disloyal-Loyal	4.1	0.8	3.2	1.1	4.67	$p < .01$
3.	Stupid-Clever	3.9	0.8	3.0	0.9	5.28	$p < .01$
4.	Ugly-Beautiful	3.4	1.0	2.9	1.2	2.26	$p < .05$
5.	Short-Tall	3.5	0.9	2.9	0.7	3.72	$p < .01$
6.	Passive-Active	3.4	0.8	3.1	0.7	1.99	$p < .05$
7.	Slow-Fast	3.6	0.9	3.0	0.8	3.52	$p < .01$
8.	Powerless- Powerful	4.0	0.9	2.8	0.9	6.66	$p < .01$
9.	Dirty-Neat	4.1	0.5	3.3	1.0	5.06	$p < .01$
10.	Lazy-Hardworking	4.0	1.0	3.6	0.9	2.10	$p < .05$
11.	Unfriendly- Friendly	4.3	0.6	2.8	1.0	9.09	$p < .01$
12.	Quite-Loud	3.3	1.2	3.4	0.9	0.47	
13.	Mean-Kind	4.0	0.9	2.9	0.9	6.11	$p < .01$
14.	Weak-Strong	3.4	1.1	2.7	1.0	3.33	$p < .05$
15.	Untrustworthy- Trustworthy	4.0	0.7	3.1	0.9	5.58	$p < .01$
16.	Relaxed-Tense	3.5	0.9	3.0	1.1	2.48	$p < .01$

TABLE 1.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN BY POPULARS

S.No. Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
	Mean	S.D.	Mean	S.D.		
1. Bad-Good	4.0	0.8	2.6	1.2	6.86	$p < .01$
2. Disloyal-Loyal	4.1	0.8	2.9	0.9	7.04	$p < .01$
3. Stupid-Clever	3.9	0.8	2.6	1.0	7.17	$p < .01$
4. Ugly-Beautiful	3.4	1.0	3.2	0.9	1.05	
5. Short-Tall	3.5	0.9	2.8	0.7	4.34	$p < .01$
6. Passive-Active	3.4	0.8	2.9	0.9	2.93	$p < .01$
7. Slow-Fast	3.6	0.9	2.8	0.8	4.64	$p < .01$
8. Powerless- Powerful	4.0	0.9	2.1	0.8	11.15	$p < .01$
9. Dirty-Neat	4.1	0.5	2.9	1.2	6.50	$p < .01$
10. Lazy-Hardworking	4.0	1.0	2.7	0.8	7.17	$p < .01$
11. Unfriendly- Friendly	4.3	0.6	2.3	0.8	14.14	$p < .01$
12. Quite-Loud	3.3	1.2	3.1	0.8	0.98	
13. Mean-Kind	4.0	0.9	2.7	0.9	7.20	$p < .01$
14. Weak-Strong	3.4	1.1	2.8	0.9	2.98	$p < .01$
15. Untrustworthy- Trustworthy	4.0	0.7	2.7	1.0	7.53	$p < .01$
16. Relaxed-Tense	3.5	0.9	3.0	1.0	2.65	$p < .01$

Table 1.1 presents the comparison of ratings of self and other populars given by the populars. The table shows that the difference between the two ratings is significant for six adjective pairs and insignificant for ten pairs. Table 1.2 presents the comparison of ratings of self and neglectees, given by the populars. The difference between the two sets of ratings is significant on all but one adjective-pair. Table 1.3 shows the comparison of ratings of self and isolates, given by the populars. The difference between the two sets of ratings is significant for fourteen adjective-pairs and insignificant for the two pairs.

An overall examination of the above mentioned tables reveals that the populars have rated themselves much positively on adjective-pairs like bad-good, loyal-disloyal, powerful-powerless, dirty-neat, lazy-hardworking, unfriendly-friendly, mean-kind and untrustworthy-trustworthy. Populars have rated other populars positively on adjective-pairs like bad-good, ugly-beautiful, short-tall, dirty-neat, lazy-hardworking, unfriendly-friendly and trustworthy-untrustworthy. Neglectees have been rated by the populars negatively on the pairs bad-good, ugly-beautiful, short-tall, powerful-powerless, unfriendly-friendly, mean-kind and weak-strong. Populars have rated isolates negatively on the trait-pairs like

bad-good, disloyal-loyal, stupid-clever, short-tall, passive-active, slow-fast, powerful-powerless, dirty-neat, lazy-hard-working, unfriendly-friendly, mean-kind, weak-strong and untrustworthy-trustworthy. However, the populars have moderately rated themselves on pairs like ugly-beautiful, quite-loud, weak-strong, stupid-clever, short-tall, passive-active, slow-fast and relaxed-tense; neglectees have been given neutral ratings on adjective-pairs like disloyal-loyal, stupid-clever, passive-active, slow-fast, dirty-neat, lazy-hardworking, quite-loud, untrustworthy-trustworthy and relaxed-tense. Other populars have been rated by the populars neutrally on trait-pairs like disloyal-loyal, stupid-clever, passive-active, slow-fast, powerless-powerful, quite-loud, weak-strong and relaxed-tense. Other isolates have been neutrally rated by the populars on two adjective-pairs i.e. ugly-beautiful and relaxed-tense. Interestingly, populars have neither rated themselves nor the other populars negatively on any adjective-pair, while the other neglectees and the other isolates have not been rated positively by them on any adjective-pair.



TABLE 2.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY  
NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	3.8	0.8	4.37	$p < .01$
2.	Disloyal-Loyal	3.6	0.9	4.1	0.7	3.10	$p < .01$
3.	Stupid-Clever	3.0	0.8	3.8	0.9	4.69	$p < .01$
4.	Ugly-Beautiful	3.0	0.9	3.4	1.1	1.99	$p < .05$
5.	Short-Tall	3.0	1.0	3.6	1.1	2.85	$p < .01$
6.	Passive-Active	3.1	1.0	3.4	0.9	1.57	
7.	Slow-Fast	3.2	0.9	3.2	1.0	0.00	
8.	Powerless- Powerful	2.9	1.0	3.6	1.0	3.50	$p < .01$
9.	Dirty-Neat	3.7	0.9	3.8	1.0	0.52	
10.	Lazy-Hardworking	3.2	1.0	3.6	0.9	2.10	$p < .05$
11.	Unfriendly- Friendly	3.4	0.9	3.6	1.1	0.99	
12.	Quite-Loud	2.9	0.8	3.1	1.0	1.10	
13.	Mean-Kind	3.1	1.0	3.5	1.0	2.00	$p < .05$
14.	Weak-Strong	2.9	0.9	3.4	1.0	2.62	$p < .01$
15.	Untrustworthy- Trustworthy	3.2	0.9	3.8	0.9	3.33	$p < .01$
16.	Relaxed-Tense	2.8	1.0	3.3	1.1	2.37	$p < .05$

TABLE 2.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN  
BY NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	2.6	0.7	3.32	$p < .01$
2.	Disloyal-Loyal	3.6	0.9	3.1	1.1	2.48	$p < .01$
3.	Stupid-Clever	3.0	0.8	2.7	0.8	1.87	$p < .05$
4.	Ugly-Beautiful	3.0	0.9	3.4	1.0	2.10	$p < .05$
5.	Short-Tall	3.0	1.0	3.0	0.8	0.00	
6.	Passive-Active	3.1	1.0	2.5	0.9	3.15	$p < .01$
7.	Slow-Fast	3.2	0.9	2.7	0.7	3.10	$p < .01$
8.	Powerless Powerful	2.9	1.0	2.5	0.7	2.31	$p < .05$
9.	Dirty-Neat	3.7	0.9	3.2	0.9	2.77	$p < .01$
10.	Lazy-Hardworking	3.2	1.0	2.9	0.8	1.65	
11.	Unfriendly- friendly	3.4	0.9	2.6	1.0	4.20	$p < .01$
12.	Quite-Loud	2.9	0.8	2.5	0.8	2.50	$p < .01$
13.	Mean-Kind	3.1	1.0	2.7	1.0	2.00	$p < .05$
14.	Weak-Strong	2.9	0.9	2.7	0.7	1.24	
15.	Untrustworthy- Trustworthy	3.2	0.9	3.0	0.8	1.17	
16.	Relaxed-Tense	2.8	1.0	2.6	0.8	1.10	

TABLE 2.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN BY  
NEGLECTEES

S.No.	Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	3.1	0.8	1.7	0.9	8.20	$p < .01$
2.	Disloyal-Loyal	3.6	0.9	2.7	1.3	4.00	$p < .01$
3.	Stupid-Clever	3.0	0.8	2.1	0.9	5.28	$p < .01$
4.	Ugly-Beautiful	3.0	0.9	2.4	1.2	2.80	$p < .01$
5.	Short-Tall	3.0	1.0	2.0	1.0	5.00	$p < .01$
6.	Passive-Active	3.1	1.0	2.3	0.8	4.41	$p < .01$
7.	Slow-Fast	3.2	0.9	2.7	0.7	3.10	$p < .01$
8.	Powerless- Powerful	2.9	1.0	2.5	0.9	2.10	$p < .05$
9.	Dirty-Neat	3.7	0.9	3.4	1.0	1.57	
10.	Lazy-Hardworking	3.2	1.0	2.8	0.7	2.34	$p < .05$
11.	Unfriendly- Friendly	3.4	0.9	2.6	0.9	4.44	$p < .01$
12.	Quite-Loud	2.9	0.8	2.5	0.8	2.50	$p < .01$
13.	Mean-Kind	3.1	1.0	2.5	0.9	3.15	$p < .01$
14.	Weak-Strong	2.9	0.9	2.7	0.9	1.11	
15.	Untrustworthy- Trustworthy	3.2	0.9	3.1	1.1	0.49	
16.	Relaxed-Tense	2.8	1.0	2.7	1.0	0.50	

Table 2.1 shows the comparison of ratings of self and other populars given by the neglectees. It shows that the two sets of ratings differ significantly for eleven adjective-pairs and insignificantly for five adjective-pairs. Table 2.2 presents the comparison of ratings of self and other neglectees given by the neglectees. The table shows that difference is significant for eleven out of sixteen trait-pairs. Table 2.3 presents the comparison between the ratings of self and other isolates. The table shows that the difference between the two sets of ratings is significant on twelve adjective-pairs and insignificant on the remaining four pairs.

A general perusal of the above mentioned tables reveals that the neglectees have rated themselves negatively on trait-pairs like powerless-powerful, quite-loud, weak-strong and relaxed-tense, and neutrally on the rest items. Other populars have been rated positively on one adjective-pair i.e., disloyal-loyal and neutrally on all the remaining fifteen pairs. Other neglectees have been negatively rated on traits like bad-good, stupid-clever, ugly-beautiful, passive-active, slow-fast, powerless-powerful, friendly-unfriendly, quite-loud, mean-kind weak-strong and relaxed-tense, and neutrally on the remaining five pairs. Other isolates have been rated much negatively on bad-good, neutrally on dirty-neat, and untrustworthy-trustworthy scales; on the remaining thirteen pairs, isolates have been negatively rated by neglectees. Surprisingly, the neglectees have not given a single positive rating to themselves as to the other neglectees and isolates.

TABLE 3.1 COMPARISON OF RATINGS OF SELF AND OTHER POPULARS GIVEN BY ISOLATES

S.No.	Pairs of adjectives	SELF		OTHER POPULARS		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	3.0	1.0	1.50	
2.	Disloyal-Loyal	3.2	1.0	2.9	1.0	1.50	
3.	Stupid-Clever	2.7	1.0	3.3	1.0	3.00	p < .01
4.	Ugly-Beautiful	3.2	1.0	3.6	0.9	2.10	p < .05
5.	Short-Tall	2.9	0.8	2.4	1.0	2.76	p < .01
6.	Passive-Active	3.1	0.9	3.3	1.0	1.05	
7.	Slow-Fast	3.3	0.9	3.5	0.9	1.11	
8.	Powerless- Powerful	2.5	0.8	3.4	0.9	5.28	p < .01
9.	Dirty-Neat	3.3	0.7	3.8	0.7	3.57	p < .01
10.	Lazy-Hardworking	2.9	0.8	4.0	0.7	7.31	p < .01
11.	Unfriendly- Friendly	2.6	1.0	3.2	1.0	3.00	p < .01
12.	Quite-Loud	2.6	0.8	2.8	0.9	1.17	
13.	Mean-Kind	3.1	0.6	3.2	0.8	0.70	
14.	Weak-Strong	2.3	0.8	3.0	1.1	3.63	p < .01
15.	Untrustworthy- Trustworthy	3.2	0.9	3.3	0.9	0.55	
16.	Relaxed-Tense	2.7	0.8	2.9	0.9	1.17	

TABLE 3.2 COMPARISON OF RATINGS OF SELF AND OTHER NEGLECTEES GIVEN  
BY ISOLATES

S.No.	Pairs of adjectives	SELF		OTHER NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	2.1	0.8	3.31	$p < .01$
2.	Disloyal-Loyal	3.2	1.0	2.2	0.9	5.25	$p < .01$
3.	Stupid-Clever	2.7	1.0	2.8	1.0	0.50	
4.	Ugly-Beautiful	3.2	1.0	2.8	1.0	2.00	$p < .05$
5.	Short-Tall	2.9	0.8	2.4	0.8	3.12	$p < .01$
6.	Passive-Active	3.1	0.9	2.7	0.7	2.48	$p < .01$
7.	Slow-Fast	3.3	0.9	2.6	0.7	4.34	$p < .01$
8.	Powerless- Powerful	2.5	0.8	2.3	0.8	1.25	
9.	Dirty-Neat	3.3	0.7	3.0	0.8	1.99	$p < .05$
10.	Lazy-Hardworking	2.9	0.8	2.6	0.8	1.87	$p < .05$
11.	Unfriendly- Friendly	2.6	1.0	2.7	0.8	0.55	
12.	Quite-Loud	2.6	0.8	2.4	0.7	1.33	
13.	Mean-Kind	3.1	0.6	2.8	0.7	2.30	$p < .05$
14.	Weak-Strong	2.3	0.8	2.6	1.0	1.65	
15.	Untrustworthy- Trustworthy	3.2	0.9	2.5	0.6	4.57	$p < .01$
16.	Relaxed-Tense	2.7	0.8	2.7	0.7	0.00	

TABLE 3.3 COMPARISON OF RATINGS OF SELF AND OTHER ISOLATES GIVEN  
BY ISOLATES

S.No.	Pairs of adjectives	SELF		OTHER ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad-Good	2.7	1.0	2.8	0.8	2.76	p < .01
2.	Disloyal-Loyal	3.2	1.0	2.4	1.0	4.00	p < .01
3.	Stupid-Clever	2.7	1.0	2.9	1.2	0.90	
4.	Ugly-Beautiful	3.2	1.0	2.8	1.0	2.00	p < .05
5.	Short-Tall	2.9	0.8	2.4	0.7	3.30	p < .01
6.	Passive-Active	3.1	0.9	2.7	0.9	2.20	p < .05
7.	Slow-Fast	3.3	0.9	2.8	0.8	2.93	p < .01
8.	Powerless- Powerful	2.5	0.8	2.4	0.8	0.60	
9.	Dirty-Neat	3.3	0.7	2.9	0.8	2.66	p < .01
10.	Lazy-Hardworking	2.9	0.8	2.5	0.8	2.50	p < .01
11.	Unfriendly- Friendly	2.6	1.0	2.6	0.8	0.00	
12.	Quite-Loud	2.6	0.8	2.3	0.8	0.13	
13.	Mean-Kind	3.1	0.6	2.8	0.8	2.15	p < .05
14.	Weak-Strong	2.3	0.8	2.4	0.9	0.58	
15.	Untrustworthy- Trustworthy	3.2	0.9	2.8	0.7	2.48	p < .01
16.	Relaxed-Tense	2.7	0.8	2.9	0.8	1.25	

Table 3.1 represents the comparison of the ratings of self and other populars given by the isolates. The table shows that the two sets of ratings differ significantly on eight adjective-pairs, and insignificantly on the remaining eight pairs. Table 3.2 shows the comparison of the ratings of self and other neglectees given by the isolates. It shows that the two sets of ratings differ significantly on ten adjective-pairs and insignificantly on six pairs. Table 3.3 presents the comparison of ratings of self and other isolates obtained by isolates. The table shows that the two types of ratings differ significantly on ten trait-pairs and insignificantly on six pairs.

A general observation of the above mentioned tables reveals that isolates have rated themselves neutrally on the adjective-pairs like loyal-disloyal, ugly-beautiful, passive-active, slow-fast, dirty-neat, mean-kind and untrustworthy-trustworthy and negatively on the remaining pairs. Isolates have rated other populars positively on lazy-hardworking, negatively on loyal-disloyal, short-tall, quite-loud and relaxed-tense and neutrally on the remaining pairs of traits. Other neglectees have been rated neutrally on dirty-neat, and negatively on all the remaining fifteen pairs. Other isolates have been rated negatively on all the sixteen pairs of adjectives. Like neglectees, isolates have not given a single



positive rating to themselves as well as to the other neglectees and isolates. On the whole, isolates have given more negative ratings than neglectees, to self as well as to other neglectees.

To find out the differences among three sociometric groups, with regard to the evaluation of traits in terms of importance, desirability and rareness, the means and SDs of the ratings of three groups for thirty-two adjectives (unfolded from the sixteen pairs) were obtained. For the significance of difference among three groups, the t-test was used. The results are presented in Tables 4, 5 and 6.

TABLE 4.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; POPULAR VS NEGLECTEES

S.No.	Factors	POPULARS		NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	1.7	0.8	3.6	1.0	10.38	p < .01
2.	Good	4.6	0.5	3.1	1.0	9.04	p < .01
3.	Loyal	4.6	0.5	3.5	1.0	6.83	p < .01
4.	Disloyal	1.7	0.3	3.6	1.0	10.01	p < .01
5.	Stupid	2.2	0.7	2.6	0.7	2.75	p < .01
6.	Clever	3.7	1.2	3.0	1.1	2.78	p < .01
7.	Ugly	1.8	0.8	2.8	1.1	5.14	p < .01
8.	Beautiful	3.9	1.2	3.4	1.1	2.36	p < .05
9.	Short	2.0	0.8	2.7	0.9	3.78	p < .01
10.	Tall	3.8	1.0	2.7	1.0	5.11	p < .01
11.	Passive	2.5	1.1	2.9	0.8	2.05	p < .05
12.	Active	3.5	1.3	3.3	1.2	0.93	
13.	Slow	2.4	1.0	2.5	1.0	0.47	
14.	Fast	3.9	1.1	2.9	1.0	4.47	p < .01
15.	Powerless	2.8	1.2	2.5	0.7	1.17	
16.	Powerful	3.1	1.2	3.1	1.0	0.17	
17.	Dirty	2.0	0.9	3.0	0.9	4.84	p < .01
18.	Neat	3.8	1.3	3.0	0.9	3.46	p < .01
19.	Lazy	2.9	1.4	2.9	1.0	0.08	
20.	Hardworking	3.1	1.4	3.2	1.1	0.61	
21.	Unfriendly	3.2	1.3	3.2	0.9	0.33	
22.	Friendly	3.2	1.4	3.4	1.0	0.71	
23.	Quite	3.5	1.3	3.0	0.9	2.29	p < .05
24.	Loud	3.4	1.1	3.0	1.1	1.71	p < .05
25.	Mean	3.5	1.2	2.8	1.0	3.28	p < .01
26.	Kind	4.0	1.1	3.6	1.1	1.96	p < .05
27.	Weak	3.1	1.4	3.4	1.0	1.00	
28.	Strong	4.1	1.2	3.1	1.0	4.44	p < .01
29.	Untrustworthy	3.8	1.3	3.3	1.1	2.22	p < .05
30.	Trustworthy	4.2	1.1	3.2	1.1	4.39	p < .01
31.	Relaxed	2.9	1.3	2.9	1.0	0.33	
32.	Tense	2.9	1.0	2.6	0.8	1.27	

TABLE 4.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; POPULARS VS. NEGLECTEES

S.No.	Factors	POPULARS		NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.3	0.9	2.8	0.8	2.93	p < .01
2.	Good	4.2	1.0	3.6	0.9	2.99	p < .01
3.	Loyal	4.3	0.8	3.0	1.2	5.78	p < .01
4.	Disloyal	1.8	0.7	2.8	0.7	6.48	p < .01
5.	Stupid	2.3	1.0	2.4	0.7	0.42	
6.	Clever	3.9	1.2	2.9	0.9	4.31	p < .01
7.	Ugly	2.0	0.6	2.8	1.1	4.46	p < .01
8.	Beautiful	4.5	0.6	3.3	1.2	5.98	p < .01
9.	Short	2.4	1.2	2.8	1.1	1.55	
10.	Tall	4.3	0.7	2.6	1.0	9.48	p < .01
11.	Passive	3.1	1.2	2.5	0.7	2.40	p < .01
12.	Active	2.8	1.3	3.1	1.1	1.24	
13.	Slow	2.3	1.3	2.5	0.9	0.96	
14.	Fast	3.8	1.2	2.5	1.0	5.57	p < .01
15.	Powerless	2.5	1.1	2.4	0.9	0.27	
16.	Powerful	3.7	1.3	3.1	1.1	2.64	p < .01
17.	Dirty	2.3	0.8	3.1	1.0	4.02	p < .01
18.	Neat	4.5	0.6	3.5	1.0	5.39	p < .01
19.	Lazy	1.9	0.8	2.7	1.0	4.21	p < .01
20.	Hardworking	4.3	0.9	3.3	1.1	4.66	p < .01
21.	Unfriendly	2.5	1.1	2.9	1.0	1.57	
22.	Friendly	3.6	1.1	3.6	1.4	0.07	
23.	Quite	2.9	1.0	2.9	0.9	0.10	
24.	Loud	3.2	1.1	2.7	0.7	2.84	p < .01
25.	Mean	1.9	0.7	2.3	0.8	2.55	p < .01
26.	Kind	4.3	0.6	3.5	1.1	4.26	p < .01
27.	Weak	2.1	1.0	2.6	0.9	2.43	p < .01
28.	Strong	4.0	0.9	2.8	1.0	5.82	p < .01
29.	Untrustworthy	1.8	0.7	2.2	0.8	2.65	p < .01
30.	Trustworthy	4.5	0.5	3.2	1.0	7.43	p < .01
31.	Relaxed	2.3	1.0	2.6	1.2	1.64	
32.	Tense	3.7	1.1	2.4	0.9	6.32	p < .01

TABLE 4.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; POPULARS VS. NEGLECTEES

S.No.	Factors	POPULARS		NEGLECTEES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.6	1.2	4.30	p < .01
2.	Good	2.3	1.2	3.4	0.9	3.97	p < .01
3.	Loyal	2.3	1.2	3.7	0.9	6.28	p < .01
4.	Disloyal	3.7	1.0	2.9	0.8	4.55	p < .01
5.	Stupid	4.0	0.9	2.5	1.0	7.82	p < .01
6.	Clever	2.0	0.9	2.9	1.1	4.25	p < .01
7.	Ugly	2.8	1.4	2.9	1.1	0.30	
8.	Beautiful	3.2	1.3	3.1	1.2	0.30	
9.	Short	3.9	1.1	2.7	1.1	4.82	p < .01
10.	Tall	2.4	1.2	2.4	0.9	0.26	
11.	Passive	3.5	1.2	2.8	0.8	3.62	p < .01
12.	Active	2.3	1.1	2.9	1.0	2.75	p < .01
13.	Slow	2.9	1.1	2.7	0.8	6.21	p < .01
14.	Fast	2.3	1.0	2.6	1.1	1.15	
15.	Powerless	3.5	1.1	2.9	1.0	2.61	p < .01
16.	Powerful	2.7	1.2	2.9	1.1	0.99	
17.	Dirty	3.6	1.1	3.0	0.9	2.88	p < .01
18.	Neat	2.2	1.0	3.1	1.0	3.94	p < .01
19.	Lazy	3.5	1.4	3.0	1.0	2.32	p < .05
20.	Hardworking	2.5	1.4	2.9	1.1	1.55	
21.	Unfriendly	3.6	1.3	3.0	0.9	2.71	p < .01
22.	Friendly	2.3	1.3	2.8	1.0	1.81	p < .05
23.	Quite	3.1	1.4	2.7	1.0	1.39	
24.	Loud	2.9	1.4	2.6	1.0	0.96	
25.	Mean	3.2	1.3	3.1	1.0	0.41	
26.	Kind	2.5	1.3	2.9	1.0	1.71	p < .05
27.	Weak	3.7	1.1	2.9	1.1	3.20	p < .01
28.	Strong	2.4	1.2	2.9	0.9	2.17	p < .05
29.	Untrustworthy	3.6	1.1	2.8	1.0	3.45	p < .01
30.	Trustworthy	2.5	0.9	2.7	1.0	0.80	
31.	Relaxed	3.7	1.0	2.7	0.8	5.28	p < .01
32.	Tense	2.2	1.0	2.6	1.2	1.82	p < .05

Table 4.1 gives the comparison between the ratings by populars and neglectees for importance of the traits. An examination of the table reveals that the ratings of populars and neglectees differ significantly on twenty<sup>-one</sup>/adjectives. An overall observation of the table reveals that both the populars and neglectees have rated the adjectives like stupid, ugly, short, passive, slow, powerless, lazy, relaxed and tense as unimportant. The adjectives like clever, beautiful, active, powerful, neat, hardworking, unfriendly, friendly, quite, loud, weak and untrustworthy have been rated neutrally by both the groups. A sharp difference between the ratings of two groups is on adjectives like bad, good, loyal, disloyal, tall, dirty, mean, kind, strong and trustworthy. The adjectives like good, loyal, kind, strong and trustworthy, have been rated as important and adjectives bad, disloyal and dirty by the populars as unimportant. The adjectives bad, good, loyal, disloyal, dirty, strong and trustworthy, have been neutrally rated by the neglectees.

Table 4.2 presents the comparison of ratings of populars and neglectees in terms of desirability. An observation of the table reveals that populars' and neglectees' ratings differ significantly on twenty three adjectives. A perusal of the table 4.2 brings out the fact that the ratings of populars and neglectees strikingly differ on certain adjectives, for example populars have rated highly desirable the adjectives like

good, loyal, tall, beautiful, neat, kind, hardworking and trustworthy, while neglectees have rated all these adjectives except the two (tall and strong) near neutral point of desirable-undesirable dimension. Tall and strong have been rated as undesirable by neglectees. On the whole thirteen adjectives have been rated as undesirable by both the populars and neglectees.

Table 4.3 shows the comparison of ratings of populars and neglectees regarding the rareness of traits. On twenty-two adjectives the difference is significant. A close observation of the table reveals that both populars and neglectees have given uncommon ratings to the adjectives like clever, ugly, tall, active, fast, powerful, hardworking, friendly, loud, kind, strong, trustworthy and tense. Both the groups have given neutral ratings to the adjectives like beautiful, lazy, dirty, unfriendly and mean. The adjective stupid has been rated as common by populars and uncommon by neglectees.

TABLE 5.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; POPULARS VS. ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	1.7	0.8	2.4	1.0	4.04	p < .01
2.	Good	4.6	0.5	2.5	0.9	13.51	p < .01
3.	Loyal	4.6	0.5	2.7	0.9	11.80	p < .01
4.	Disloyal	1.7	0.8	2.4	0.9	3.88	p < .01
5.	Stupid	2.2	0.7	2.7	1.2	2.67	p < .01
6.	Clever	3.7	1.2	2.9	1.1	3.39	p < .01
7.	Ugly	1.8	0.8	2.1	0.7	1.56	
8.	Beautiful	3.9	1.1	3.5	1.0	2.10	p < .05
9.	Short	2.0	0.8	2.8	0.9	4.22	p < .01
10.	Tall	3.8	1.0	2.8	1.0	4.53	p < .01
11.	Passive	2.5	1.1	3.0	0.8	2.75	p < .01
12.	Active	3.5	1.3	3.5	0.9	0.25	
13.	Slow	2.4	1.0	2.5	0.7	0.65	
14.	Fast	3.9	1.1	3.0	1.1	3.84	p < .01
15.	Powerless	2.8	1.2	2.4	0.8	2.00	p < .05
16.	Powerful	3.1	1.2	2.8	0.9	0.99	
17.	Dirty	2.0	0.9	2.8	0.7	4.28	p < .01
18.	Neat	3.8	1.3	3.5	0.9	1.39	
19.	Lazy	2.9	1.4	2.4	0.7	2.14	p < .05
20.	Hardworking	3.1	1.4	3.8	1.0	2.75	p < .01
21.	Unfriendly	3.2	1.3	2.5	0.8	3.23	p < .01
22.	Friendly	3.2	1.4	3.2	0.9	0.09	
23.	Quite	3.5	1.3	2.3	0.8	5.58	p < .01
24.	Loud	3.4	1.1	3.0	1.2	1.90	p < .05
25.	Mean	3.5	1.2	2.3	0.8	5.49	p < .01
26.	Kind	4.0	1.1	3.0	0.9	4.93	p < .01
27.	Weak	3.1	1.4	2.3	0.9	3.16	p < .01
28.	Strong	4.1	1.2	3.6	1.1	2.12	p < .05
29.	Untrustworthy	3.8	1.3	3.1	0.9	3.16	p < .01
30.	Trustworthy	4.2	1.1	3.5	0.8	3.32	p < .01
31.	Relaxed	2.9	1.3	2.6	0.7	1.68	p < 0.5
32.	Tense	2.9	1.0	3.1	0.9	0.98	

TABLE 5.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; POPULARS VS. ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.3	0.9	2.3	0.8	0.44	
2.	Good	4.2	1.0	3.0	1.1	5.58	p < .01
3.	Loyal	4.2	0.8	3.3	1.0	4.71	p < .01
4.	Disloyal	1.8	0.7	2.3	0.7	2.94	p < .01
5.	Stupid	2.3	1.0	2.5	0.9	0.87	
6.	Clever	3.9	1.2	3.2	1.0	2.95	p < .01
7.	Ugly	2.0	0.6	2.1	0.7	0.73	
8.	Beautiful	4.5	0.6	3.6	1.1	4.42	p < .01
9.	Short	2.4	1.2	2.6	0.8	0.82	
10.	Tall	4.3	0.7	2.9	1.0	7.77	p < .01
11.	Passive	3.1	1.3	2.5	0.7	2.42	p < .01
12.	Active	2.8	1.3	3.0	0.6	0.72	
13.	Slow	2.3	1.3	2.6	0.9	1.23	
14.	Fast	3.8	1.2	3.0	0.8	3.88	p < .01
15.	Powerless	2.5	1.1	2.9	1.0	1.86	p < .05
16.	Powerful	3.7	1.3	2.4	0.9	6.00	p < .01
17.	Dirty	2.3	0.8	2.2	0.7	0.66	
18.	Neat	4.5	0.6	3.1	0.8	8.98	p < .01
19.	Lazy	1.9	0.8	2.6	0.8	4.33	p < .01
20.	Hardworking	4.3	0.9	3.4	0.9	4.76	p < .01
21.	Unfriendly	2.5	1.1	3.1	0.8	2.92	p < .01
22.	Friendly	3.6	1.1	2.9	0.9	3.24	p < .01
23.	Quite	2.9	1.0	3.0	0.9	0.58	
24.	Loud	3.2	1.1	2.6	1.0	2.91	p < .01
25.	Mean	1.9	0.7	2.1	0.7	1.68	p < .05
26.	Kind	4.3	0.6	3.0	0.9	7.85	p < .01
27.	Weak	2.1	1.0	2.9	1.2	3.36	p < .01
28.	Strong	4.0	0.9	2.4	0.8	8.24	p < .01
29.	Untrustworthy	1.8	0.8	2.6	0.8	5.32	p < .01
30.	Trustworthy	4.5	0.5	3.2	0.9	8.15	p < .01
31.	Relaxed	2.3	1.0	2.2	0.8	0.31	
32.	Tense	3.7	1.1	2.7	1.1	4.65	p < .01



TABLE 5.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; POPULARS VS. ISOLATES

S.No.	Factors	POPULARS		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.5	0.9	5.42	p < .01
2.	Good	2.3	1.2	3.0	1.2	2.99	p < .01
3.	Loyal	2.3	1.2	2.9	0.9	3.04	p < .01
4.	Disloyal	3.7	1.0	2.6	0.8	5.66	p < .01
5.	Stupid	4.0	0.9	2.9	1.1	5.40	p < .01
6.	Clever	2.0	0.9	3.0	1.0	4.91	p < .01
7.	Ugly	2.8	1.4	2.8	0.7	0.60	
8.	Beautiful	3.2	1.4	2.3	0.8	4.06	p < .01
9.	Short	3.9	1.1	2.3	0.7	7.91	p < .01
10.	Tall	2.4	1.2	2.5	0.9	0.53	
11.	Passive	3.5	1.2	2.3	0.7	6.00	p < .01
12.	Active	2.3	1.1	3.4	1.1	4.56	p < .01
13.	Slow	3.9	1.1	2.5	0.7	7.37	p < .01
14.	Fast	2.3	1.1	3.2	0.9	4.51	p < .01
15.	Powerless	3.5	1.1	2.4	0.7	5.26	p < .01
16.	Powerful	2.7	1.2	2.4	0.9	1.35	
17.	Dirty	3.6	1.1	3.1	0.9	2.59	p < .01
18.	Neat	2.2	1.0	2.6	0.9	1.78	p < .05
19.	Lazy	3.5	1.4	3.3	1.1	1.07	
20.	Hardworking	2.5	1.4	2.7	0.9	1.18	
21.	Unfriendly	3.6	1.3	3.0	1.1	2.54	p < .01
22.	Friendly	2.3	1.3	2.8	0.7	2.20	p < .05
23.	Quite	3.1	1.4	2.5	1.0	2.07	p < .05
24.	Loud	2.9	1.4	3.2	1.2	1.37	
25.	Mean	3.2	1.3	2.7	0.9	2.06	p < .05
26.	Kind	2.5	1.3	2.4	0.9	0.60	
27.	Weak	3.7	1.1	3.1	0.9	2.59	p < .01
28.	Strong	2.4	1.2	3.4	0.9	4.61	p < .01
29.	Untrustworthy	3.6	1.1	3.1	1.1	1.97	p < .05
30.	Trustworthy	2.5	0.9	2.6	0.7	0.22	
31.	Relaxed	3.7	1.0	2.1	0.8	8.53	p < .01
32.	Tense	2.2	1.0	2.0	0.8	0.84	

Table 5.1 presents the comparison of ratings of populars and isolates with regard to the importance of adjectives. Table shows that on twenty five adjectives the difference between the ratings of two group is significant. An examination of the table 5.1 reveals that both the groups have rated as unimportant the adjectives like, bad, disloyal, stupid, ugly, short, slow, powerless, dirty, lazy and relaxed; beautiful, active, fast, hardworking, friendly, loud, mean and untrustworthy have been given ratings near neutral point by both the groups. Populars have rated as important the adjectives like good, loyal, kind, strong and trustworthy; comparatively isolates have rated these adjectives either as neutral or unimportant.

Table 5.2 shows the comparison of populars' and isolates' ratings with regard to the desirability of the traits. On twenty two adjectives, the difference between the two groups' ratings is significant. An overall examination of the table reveals that both the populars and isolates have given undesirable ratings to the traits like bad, disloyal, stupid, ugly, short, slow, powerless, dirty, lazy, mean, weak, untrustworthy and relaxed. Both the groups have given neutral ratings to the adjectives like clever and fast. Populars have rated the adjectives good, loyal, beautiful, tall, neat, hardworking, kind, strong and trustworthy as desirable. As compared to

populars, isolates have given either the neutral or undesirable ratings to these adjectives.

Table 5.3 gives the comparison between ratings of populars and isolates in terms of the rareness of the descriptive traits. On twenty three adjectives the difference between the ratings of the two groups is significant. A perusal of the table reveals that both the populars and isolates have rated as uncommon to the adjectives like loyal, ugly, tall, powerful, neat, hardworking, friendly, kind, trustworthy and tense. The adjectives like dirty, lazy, unfriendly, weak and untrustworthy are rated as neutral with respect to commonness-uncommonness, by both the groups.

TABLE 6.1 TRAIT COMPARISON IN TERMS OF IMPORTANCE; NEGLECTEES VS.  
ISOLATES

S.No.	Factors	NEGLECTEES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	3.6	1.0	2.4	1.0	5.89	p < .01
2.	Good	3.1	1.0	2.5	0.9	3.19	p < .01
3.	Loyal	3.5	1.0	2.7	0.9	3.68	p < .01
4.	Disloyal	3.6	1.0	2.4	0.9	5.98	p < .01
5.	Stupid	2.6	0.7	2.7	1.2	0.69	
6.	Clever	3.0	1.1	2.9	1.1	0.61	
7.	Ugly	2.8	1.1	2.1	0.7	4.14	p < .01
8.	Beautiful	3.4	1.1	3.5	1.0	0.35	
9.	Short	2.7	0.9	2.8	0.9	0.51	
10.	Tall	2.7	1.0	2.8	1.0	0.47	
11.	Passive	2.9	0.8	3.0	0.8	0.85	
12.	Active	3.3	1.2	3.5	0.9	0.80	
13.	Slow	2.5	1.0	2.5	0.7	0.11	
14.	Fast	2.9	1.0	3.0	1.1	0.44	
15.	Powerless	2.5	0.7	2.4	0.8	1.17	
16.	Powerful	3.1	1.0	2.8	0.9	1.35	
17.	Dirty	3.0	0.9	2.8	0.7	1.12	
18.	Neat	3.0	0.9	3.5	0.9	2.44	p < .01
19.	Lazy	2.9	1.0	2.4	0.7	2.64	p < .01
20.	Hardworking	3.2	1.1	3.8	1.0	2.39	p < .01
21.	Unfriendly	3.2	0.9	2.5	0.8	3.57	p < .01
22.	Friendly	3.4	1.0	3.2	0.9	0.97	
23.	Quite	3.0	0.9	2.3	0.8	4.01	p < .01
24.	Loud	3.0	1.1	3.0	1.2	0.25	
25.	Mean	2.8	1.0	2.3	0.8	2.35	p < .05
26.	Kind	3.6	1.1	3.0	0.9	2.70	p < .01
27.	Weak	3.4	1.0	2.3	0.9	5.18	p < .05
28.	Strong	3.1	1.0	3.6	1.1	2.32	p < .05
29.	Untrustworthy	3.3	1.1	3.1	0.9	0.95	
30.	Trustworthy	3.2	1.1	3.5	0.8	1.76	
31.	Relaxed	2.9	1.0	2.6	0.7	1.53	
32.	Tense	2.6	0.8	3.1	0.9	2.45	p < .01

TABLE 6.2 TRAIT COMPARISON IN TERMS OF DESIRABILITY; NEGLECTEES VS.  
ISOLATES

S.No.	Factors	NEGLECTEES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.8	0.8	2.3	0.8	2.66	p < .01
2.	Good	3.6	0.9	3.0	1.1	2.91	p < .01
3.	Loyal	3.0	1.2	3.3	1.0	1.38	
4.	Disloyal	2.88	0.7	2.3	0.7	3.22	p < .01
5.	Stupid	2.4	0.7	2.5	0.9	0.57	
6.	Clever	2.9	0.9	3.2	1.0	1.38	
7.	Ugly	2.8	1.1	2.1	0.7	3.74	
8.	Beautiful	3.3	1.2	3.6	1.1	1.55	
9.	Short	2.8	1.1	2.6	0.8	0.96	
10.	Tall	2.6	1.0	2.9	1.0	1.54	
11.	Passive	2.5	0.7	2.5	0.7	0.00	
12.	Active	3.1	1.1	3.0	0.8	0.71	
13.	Slow	2.5	0.9	2.6	0.9	0.33	
14.	Fast	2.5	1.0	3.0	0.8	2.40	p < .01
15.	Powerless	2.4	0.9	2.9	1.0	2.36	p < .05
16.	Powerful	3.1	1.1	2.4	0.9	3.30	p < .01
17.	Dirty	3.1	1.0	2.2	0.7	5.14	p < .01
18.	Neat	3.1	1.0	3.1	0.8	2.14	p < .05
19.	Lazy	2.7	1.0	2.6	0.8	0.43	
20.	Hardworking	3.3	1.1	3.4	0.9	0.46	
21.	Unfriendly	2.9	1.0	3.1	0.8	1.23	
22.	Friendly	3.6	1.4	2.9	0.9	2.73	p < .01
23.	Quite	2.9	0.9	3.0	0.9	0.52	
24.	Loud	2.7	0.7	2.6	1.0	0.44	
25.	Mean	2.3	0.8	2.1	0.7	0.97	
26.	Kind	3.5	1.1	3.0	0.9	2.45	p < .01
27.	Weak	2.6	0.9	2.9	1.2	1.34	
28.	Strong	2.8	1.0	2.4	0.8	1.91	p < .05
29.	Untrustworthy	2.2	0.8	2.6	0.8	2.43	p < .01
30.	Trustworthy	3.2	1.0	3.2	0.9	0.09	
31.	Relaxed	2.6	1.2	2.2	0.8	2.08	p < .05
32.	Tense	2.4	0.9	2.7	1.1	1.11	

TABLE 6.3 TRAIT COMPARISON IN TERMS OF COMMONNESS; NEGLECTEES VS. ISOLATES

S.No.	Factors	NEGLECTEES		ISOLATES		t	Remarks
		Mean	S.D.	Mean	S.D.		
1.	Bad	2.6	1.2	2.5	0.9	0.54	
2.	Good	3.4	0.9	3.0	1.2	1.55	
3.	Loyal	3.7	0.9	2.9	0.9	3.95	p < .01
4.	Disloyal	2.9	0.8	2.6	0.8	1.44	
5.	Stupid	2.5	1.0	2.9	1.1	1.78	p < .05
6.	Clever	2.9	1.1	3.0	1.0	0.35	
7.	Ugly	2.9	1.2	2.8	0.7	0.39	
8.	Beautiful	3.1	1.2	2.3	0.8	4.20	p < .01
9.	Short	2.7	1.1	2.3	0.7	2.15	p < .05
10.	Tall	2.4	0.9	2.5	0.9	0.96	
11.	Passive	2.8	0.8	2.3	0.7	2.88	p < .01
12.	Active	2.9	1.0	3.4	1.1	1.98	p < .05
13.	Slow	2.7	0.8	2.5	0.7	1.24	
14.	Fast	2.6	1.1	3.2	0.9	2.99	p < .01
15.	Powerless	2.9	1.0	2.4	0.7	2.64	p < .01
16.	Powerful	2.9	1.1	2.4	0.9	2.56	p < .01
17.	Dirty	3.0	0.9	3.1	0.9	0.31	
18.	Neat	3.1	1.0	2.6	0.9	2.31	p < .05
19.	Lazy	3.0	1.0	3.3	1.1	1.39	
20.	Hardworking	2.9	1.1	2.7	0.9	0.57	
21.	Unfriendly	3.0	0.9	3.0	1.1	0.09	
22.	Friendly	2.8	1.0	2.8	0.7	0.21	
23.	Quite	2.7	1.0	2.5	1.0	0.86	
24.	Loud	2.6	1.0	3.2	1.2	2.67	p < .01
25.	Mean	3.1	1.0	2.7	0.9	1.91	p < .05
26.	Kind	2.9	1.0	2.4	0.9	2.75	p < .01
27.	Weak	2.9	1.1	3.1	0.9	0.93	
28.	Strong	2.9	0.9	3.4	0.9	2.72	p < .01
29.	Untrustworthy	2.8	1.0	3.1	1.1	1.38	
30.	Trustworthy	2.7	1.0	2.6	0.7	0.67	
31.	Relaxed	2.7	0.8	2.1	0.8	3.40	p < .01
32.	Tense	2.6	1.2	2.0	0.8	2.79	p < .01

Table 6.1 presents the comparison between the ratings of neglectees and isolates with regard to the importance of the traits. The difference between the ratings of two groups is significant on sixteen adjectives. A close observation of the table reveals that both neglectees and isolates rate adjectives like stupid, ugly, short, tall, slow, powerless, lazy, mean and relaxed as unimportant. Neutral ratings have been given to the adjectives like beautiful, active, neat, hardworking, friendly, loud, kind, strong, untrustworthy and trustworthy by both the groups. Strikingly, both the groups have rated not a single adjective as important.

Table 6.2 shows the comparison of the neglectees' ratings with that of isolates in terms of the desirability of the traits. The table indicates that the ratings of the two groups differ significantly for fourteen adjectives. An overall observation of the table 6.2 reveals that both neglectees and isolates have been given undesirable ratings to the adjectives like bad, disloyal, stupid, ugly, short, tall, passive, slow, powerless, lazy, loud, mean, weak, strong, untrustworthy, relaxed and tense. Neutral ratings have been given by both the groups to the traits like good, loyal, beautiful, active, neat, hardworking, kind and trustworthy. The remarkable feature is that not a single adjective has been regarded as desirable by either of the groups.

Table 6.3 shows the comparison of ratings of neglectees and isolates, regarding the rareness of the traits. The table indicates that ratings of the two groups differ significantly on sixteen traits. Both the groups have rated as uncommon the adjectives like bad, disloyal, stupid, ugly, short, tall, passive, slow, powerless, powerful, hardworking, friendly, quite, kind, trustworthy, relaxed and tense, neutral ratings have been given to the adjectives like good, dirty, lazy and unfriendly. To both the groups none of the thirty-two adjectives is very common or even common.

In view of the third objective of the study, the median-test was used to compare the three types of errors viz., leniency error, halo-effect and rater-trait interaction of populars, neglectees and isolates. The results are presented in Table 7.



TABLE 7.1 COMPARISON OF THE LENIENCY ERROR IN THE RATINGS OF  
POPULARS, NEGLECTEES AND ISOLATES.\*

	P	N	I	
Above the Median	27 (15.3)	14 (15.3)	5 (15.3)	46
Median = -.042				
Below the Median	3 (14.6)	16 (14.6)	25 (14.6)	44
	30	30	30	90

Chi-square = 32.6       $p < .01$

TABLE 7.2 COMPARISON OF THE HALO ERROR OF POPULARS, NEGLECTEES  
AND ISOLATES IN THEIR SELF RATINGS.

	P	N	I	
Above the Median	12 (14.3)	14 (14.3)	17 (14.3)	43
Median = -.004				
Below the Median	18 (15.6)	16 (15.6)	13 (15.6)	47
	30	30	30	90

Chi-square = 2.54;  $p > .05$

\* POPULARS (P), NEGLECTEES (N) AND ISOLATES (I).

TABLE 7.3 COMPARISON OF THE HALO ERROR OF POPULARS, NEGLECTEES  
AND ISOLATES IN THEIR RATINGS OF THE OTHER POPULARS.

	P	N	I	
Above the Median	16 (14.3)	13 (14.3)	14 (14.3)	43
Median = .040				
Below the Median	14 (15.6)	17 (15.6)	16 (15.6)	47
	30	30	30	90

Chi-square = .50 ;  $p > .05$

TABLE 7.4 COMPARISON OF THE HALO ERROR OF POPULARS, NEGLECTEES  
AND ISOLATES IN THEIR RATINGS OF THE OTHER NEGLECTEES.

	P	N	I	
Above the Median	16 (15.3)	14 (15.3)	16 (15.3)	46
Median = .023				
Below the Median	14 (14.6)	16 (14.6)	14 (14.6)	44
	30	30	30	90

Chi-square = .34 ;  $p > .05$

TABLE 7.5 COMPARISON OF THE HALO ERROR OF POPULARS, NEGLECTEES  
AND ISOLATES IN THEIR RATINGS OF THE OTHER ISOLATES.

	P	N	I	
Above the Median	14 (14.0)	15 (14.0)	13 (14.0)	42
Median = .020				
Below the Median	16 (16.0)	15 (16.0)	17 (16.0)	48
	30	30	30	90

Chi-square = .26 ;  $p > .05$

TABLE 7.6 COMPARISON OF THE RATER-TRAIT INTERACTION OF POPULARS,  
NEGLECTEES AND ISOLATES ON THE 'BAD-GOOD'  
SCALE.

	P	N	I	
Above the Median	9 (13.6)	15 (13.6)	17 (13.6)	41
Median = .143				
Below the Median	21 (16.3)	15 (16.3)	13 (16.3)	49
	30	30	30	90

Chi-square = 4.70;  $p > .05$

TABLE 7.7 COMPARISON OF THE RATER-TRAIT INTERACTION OF POPULARS, NEGLECTEES AND ISOLATES ON THE 'STRONG-WEAK' SCALE.

	P	N	I	
Above the Median	19 (14.3)	12 (14.3)	12 (14.3)	43
Median = .276				
Below the Median	11 (15.6)	18 (15.6)	18 (15.6)	47
	30	30	30	90

Chi-square = 4.06;  $p > .05$

TABLE 7.8 COMPARISON OF THE RATER-TRAIT INTERACTION OF POPULARS, NEGLECTEES AND ISOLATES ON THE 'MEAN-KIND' SCALE.

	P	N	I	
Above the Median	18 (13.6)	11 (13.6)	12 (13.6)	41
Median = .303				
Below the Median	12 (16.3)	19 (16.3)	18 (16.3)	49
	30	30	30	90

Chi-square = 3.5;  $p > .05$

TABLE 7.9 COMPARISON OF THE RATER-TRAIT INTERACTION OF POPULARS, NEGLECTEES AND ISOLATES ON THE 'BEAUTIFUL-UGLY' SCALE.

	P	N	I	
Above the Median	18 (16.0)	19 (16.0)	11 (16.0)	48
Median = .254				
Below the Median	12 (14.0)	11 (14.0)	19 (14.0)	42
	30	30	30	90

Chi-square = 5.07;  $p > .05$

Table 7.1 presents the comparison of the leniency error in ratings of populars, neglectees and isolates. The difference among the three groups is significant. An overview of the table shows that most of the populars (27 out of 30) are more lenient in their ratings. In the case of neglectees about equal number of subjects are found to give more lenient and less lenient ratings. Of all the three groups, isolates are least lenient because as many as 25 out of 30 are found to assign ratings falling below the median.

Table 7.2 shows the comparison of the halo-error of the populars, neglectees and isolates in their self-ratings. The three groups do not differ significantly with respect to their frequencies falling above and below the median.

Table 7.3 compares the halo error of populars, neglectees and isolates in their ratings of the other populars. No significant difference is found among the three groups with regard to the frequencies falling above and below the median.

Table 7.4 presents the comparison of the halo error of populars, neglectees and isolates in their ratings of the others neglectees. The three groups do not differ significantly with respect to their frequencies falling above and below the median.

Table 7.5 gives the comparison of the halo error of populars, neglectees and isolates in their ratings of the other isolates. No significant difference is found among the three groups with regard to the frequencies falling above and below the median.

Table 7.6 indicates the comparison of the rater-trait interaction of populars, neglectees and isolates on the 'Bad-Good' trait pair. The three groups do not differ significantly with respect to their frequencies falling above and below the median.

Table 7.7 presents the comparison of the rater-trait interaction of populars, neglectees and isolates on the 'Strong Weak' scale. No significant difference is found among the

three groups with regard to the frequencies falling above and below the median.

Table 7.8 gives the comparison of the rater-trait interaction of populars, neglectees and isolates on the 'Mean-Kind' scale. The three groups do not differ significantly with respect to their frequencies falling above and below the median.

Table 7.9 presents the comparison of the rater-trait interaction of the populars, neglectees and isolates on the 'Beautiful-Ugly' scale. No significant difference is found among the three groups with regard to their frequencies falling above and below the median.

CHAPTER - V

DISCUSSION



## DISCUSSION

Perhaps from the very beginning of civilization, there has been concern with the question as to why some people become popular among peers, while others are rejected to the extent of living lonely life in isolation. With the Moreno's discovery of 'Sociometry' as a device for measuring the popularity of individuals in a group, it became possible for social scientists to conduct empirical studies of the factors associated with the popularity. It was natural for social scientists to start with the assumption that populars have certain personality characteristics which enables them to win the respect and admiration of their peers. Later on it was realized that the characteristics which make an individual popular among peer group may not ensure his popularity among members of another group, because cultural variations play very important role in determining what is to be admired by an individual about others (Wani, 1982).

The present study is one more attempt to discover the factors that lead to different levels of acceptability of the individual by members of a group to which he belongs. The present attempt is, however, different from the previous ones in respect of its emphasis on the cognitive processes and evaluations of the descriptive traits by the populars, neglectees and isolates, because the subjects belonging to

three groups were expected to differ in their self-perception and perception of those who are different from them with respect to sociometric status. It was assumed that the difference in self-description and description of others has to do with the differences of the evaluation of the adjectives with which they have to describe themselves and others. Further, it was assumed that the three groups may differ with regard to various biased components involved in the process of self and other perception.

It is logical to assume that some individuals become popular among their cohorts because they know what traits are admired in the society to which they belong and they either cultivate those characteristics in themselves or are able to make others believe that they possess the socially desirable traits. The populars may also be aware of what is to be done to attract others while making others feel that they would reap rich dividends in their future interaction without incurring too much cost. Additionally, populars may be the persons who have a strong need for approval and, therefore, conform to the social norms.

With the above introductory remarks about the purpose of the study let us state the specific objectives of the study and then examine how far the findings of the study are in accordance with the theoretical expectations.

It may be recalled that there were three main objectives of the study : (a) to find out the differences in self and other's perception of populars, neglectees and isolates; (b) to discover differences among the three groups with respect to evaluation of traits in terms of their social desirability, importance and rareness; and (c) to discover the differences among the three groups with regard to the biased components viz., leniency error, halo-effect and rater-trait interaction.

So far as the first objective of the study is concerned, it was expected that there may be differences among the three sociometric groups regarding their self-perception. It was hypothesized that populars may perceive themselves as possessing the socially desirable traits and in the case of neglectees and isolates, the expectation was contrary.

There are individual differences in the desire to manage and effectively market one's behaviour so as to achieve favourable evaluations from others. This heightened dependence on others for approval influences the individual's self-esteem. Differences in approval motivation, that is, the desire to win the approval of significant others have been related to social conformity in several studies (Crowne and Liverant, 1963; Crowne and Marlowe, 1964; Strickland and Crowne, 1962). The more important it is to the individual that he be well regarded by others, the more frequently he

conforms to group pressure. In general, people who are interaction-oriented (McDavid, 1959, Schroder and Hunt, 1958; Wilson, 1960) and who seek harmonious social relations and the esteem of important others tend to be conforming. Non-conformists run the risk of rejection and people who conform to group norms do tend to become popular (Argyle, 1957). An interesting confirmation of this point is provided in a study of the sociology of musical taste by Johnstone and Katz (1957). They reported that the songs preferred by popular girls conform more closely to neighbourhood norms than the song preferences of the less popular.

These empirical findings lead us to believe that populars have a strong need for approval which may affect their self-esteem and hence their self-perception. Since they receive some social appraisal, this may further raise this need and thereby they try to acquire those traits which will add still further to their popularity. In contrast, neglectees and isolates don't have the strong need for approval, therefore, they neither conform too much to the social norms, nor they try to achieve good characteristics. The findings of the present study seem to support these views. Populars have perceived themselves as good, loyal, powerful, neat, hard-working, friendly, kind and trustworthy. Neglectees and isolates have perceived themselves as powerless, quite, weak, tense, bad, stupid, etc.

Earlier studies of Dahlke (1953) and Baron (1953) also support these findings. Dahlke's study revealed that poorly adjusted children rate themselves negatively as compared to those who are better adjusted. Likewise, Baron's study revealed that high sociometric girls seldom indicate the presence of adverse emotionality or a sense of inordinate environmental demands. They compare themselves favourably with peers, feel secure in status, enjoy group activities and display (systematic) behaviour infrequently and appear to have established satisfactory home and school relationships. Girls of low sociometric status frequently indicate the presence of adverse emotionality and a sense of excessive environmental demands and compare unfavourably with peers.

Regarding others' perception two contradictory effects have been observed in the empirical studies. The first one, the false consensus effect, is the tendency for people to perceive similarity, to assume that others feel, think or behave as they themselves do (e.g., Fields and Schuman, 1976; Ross, Greene and House, 1977; Sherman, et. al. 1983) and that individuals often use the same categories in describing the other people that they use in describing themselves (Dornbusch, Hastorf, Richardson, Muzzy and Vreeland, 1956; Shrauger and Altrochi, 1964; Lemong and Warren, 1974; O'Keefe, Lelia and O' Keefe, 1977; Hirshberg and Jennings, 1980; Higgins, King and Mavin, 1982; Lewicki, 1983). Even some earliest theorists

like Hall, 1898; James, 1915; McDougall, 1921; Mead, 1934; etc. have also supported the contention that there is a reciprocal and mutual influence between the self-concept and the perception of others. People differ greatly in perceiving others and there can be little doubt that the self plays an important part in this process. People obviously often attempt to defend or enhance their self-esteem and use their images of themselves as comparison standard in evaluating themselves and others (e.g. Peterson, 1974; Weary and Arkin, 1981).

The second effect is the tendency to perceive others differently from oneself. This effect is mostly operative in those instances in which the need to emerge as unique overrides the need to be seen as a member of a group. The need to be unique is specially likely to be dominant, if being unique implies being 'better' (Fromkin, 1970, 1972).

Besides the above effects, another important effect which operates in the person perception process is the social stereotyping. Social stereotypes essentially consist of a set of characteristics attributed to a human group. It results from normal cognitive categorization processes that ensue as a result of peoples' attempts to deal with the enormous amount of information they receive about other people (Allport, 1945; Hamilton, 1979, 1981; Tajfel, 1961). Such type of categorization becomes the basis for using

similarity or dissimilarity judgements (Campbell, 1977).

When we examine the result of present study in the light of the above discussion, it seems that the perception of others has been mostly influenced by the inter-group discriminating effects. The results of the study imply that populars as well as neglectees and isolates have perceived others belonging to their own sociometric groups similar to themselves; whereas persons belonging to other sociometric groups have been perceived differently. For example, populars have perceived other populars positively and other neglectees and other isolates negatively; neglectees and isolates have perceived other neglectees and isolates negatively, that is in the same way as they perceived themselves, and perceived other populars positively, i.e., in contrast to their self-evaluation.

As far as the second aim, i.e. the trait evaluation of three sociometric groups is concerned, results show that the difference do exist between the groups. Populars have evaluated those traits as important and desirable which they have assigned to themselves. For example, populars perceived themselves as possessing the traits like good, loyal, powerful, hardworking kind, neat, friendly and trustworthy; they have evaluated some of these traits as socially desirable

and some as important. All of these traits have been evaluated by populars as rare. It seems that populars are aware what traits are socially desirable and important, and they try to acquire these traits so as to conform to the group norms. Simultaneously, they seem to have a desire to be unique i.e., be different from others. This is evident from their evaluation of those traits as rare which they think they possess and also from the perception of others being contrasted from their self-perception.

The relationship between being liked by the other members and the closeness of one's adherence to the group norms seems to be complex one. Sometimes results different from those reported earlier by us have been observed. For example, Dittes and Kelley (1956) demonstrated that the members who conform 'most' to the group norms, privately as well as publicly, are not populars but have an average amount of acceptance by the group. Likewise, Jones, Jones and Gergan (1963) have shown that when a person is seen to be dependent and consistently conforming, he is negatively evaluated. However, even if he is very conforming he is evaluated positively, if the conformity does not take place in a context in which he is seen to be dependent.

The above findings and the findings of the present study lead us to believe that populars have a better



understanding and perception of the social interaction processes and situations. They seem to conform to the social norms only to the extent which gives them the attainment of popularity, and they may not hesitate in deviating from the social norms or being unique, where the deviation or being unique is admired and is, therefore, necessary for their maintenance of popularity. The neglectees and isolates seem to lack the awareness of socially desirable characteristics as well as the insight in the process of social interaction. This is evident from their evaluation of traits. They have evaluated those traits as unimportant and undesirable, which they think they possess. Simultaneously, they have evaluated the same traits as uncommon, indicating that they consider themselves different from others. But for them being different or being unique does not mean being better as is evident from their self-perception. Instead, this is an expression of their awareness of being neglected and isolated.

The third aim of the study was to find out the differences among the three sociometric groups regarding some biased components, i.e., the leniency error, halo-effect and rater-trait interaction.

The leniency effect is the tendency to rate oneself as well as others high on favourable traits and low on

unfavourable ones. It was assumed that populars would be more lenient than neglectees and isolates. The assumption was drawn from the social exchange theory propounded by a number of social theorists (for example, Homans, 1961; Thibaut and Kelley, 1959) who have employed the conventional incentive formulation in analyzing many different forms of social behaviour. Social interactions are viewed as social exchange in which people are affected by the ratio of rewards to costs. Thibaut and Kelley have proposed that in dealing with other people, the individual will consider more than the ratio between his rewards and costs in the interaction; he will be attracted to these people to the degree that there is a positive outcome (that is, his reward exceeds his cost). These exchange formulations are useful in accounting for differences in personal popularity as Thibaut and Kelley and Homans have shown in their discussion of the well known study by Helen Hall Jennings (1950). In a comparison of highly popular teenage girls with those who were far less popular in a state institution for delinquent girls, the popular girls generally provided many more rewards to their peers at comparatively little psychological cost to these others.

Our result is in accordance with the above findings. Populars have been found to be more lenient in assigning the ratings than neglectees and isolates, thereby confirming the notion that populars, in order to enhance their popularity, are more generous to others. Neglectees and isolates seem to

undermine their sociometric status by giving less reward, in the form of being strict while rating others.

Halo-effect is the judge's tendency to rate subjects on several traits in terms of a general impression of goodness or badness. Thorndike (1920) gave emphasis on the dramatic fact that if another was liked or found attractive on one dimension, he would tend to be liked in all respects. In the present study intergroup differences were expected regarding the halo-effect. Populars were expected to show less halo-effect on the ground that their perception and cognition of others are more differentiated and complex. This implies that they would not be swayed by overall impression of others but would be able to judge each characteristic of others independently. Neglectees and isolates were expected to show greater halo-effect because of lack of intraindividual difference in perception of others. However, no significant difference was found among the three groups. The lack of difference among the groups may be due to the fact that although these subjects were instructed to keep in mind a particular individual i.e. a popular, a neglectee and an isolate, while rating others, they might not have adhered to this instruction and hence considered the category of the individual and rated him stereotypically. In the absence of consideration for individuality or uniqueness, the cognitive differentiation and complexity might have not been relevant in describing the others.

The lack of difference among the three groups regarding rater-trait interaction, found in the present study, is contrary to the expectation. It may be so because the general tendency of being less lenient is so dominant throughout that the slight variations in the degree of leniency on the occasion of assigning ratings for different traits are over shadowed by the generalized tendency of being lenient or strict in describing others.

CHAPTER - VI

S U M M A R Y

## S U M M A R Y

Much of a man's life is spent in coordinated interaction with other people. A man is born, lives in and consequently becomes the member of different social groups. These groups are webs of social relationships. Social relations are established through the interaction between the various members of a group. To understand the nature of human interpersonal behaviour, has been the concern of thinkers over centuries. Philosophers have expressed a keen interest in the nature and origins of human social behaviour. Indeed, Plato and Aristotle paid considerable attention to many aspects of social interactions.

However, the systematic investigation of group structure and the individuals place in it had its origin in the work of Moreno, "Who Shall Survive"? The technique of sociometry developed by him is used for identifying certain clique structures within groups, and also for assessing an individual's social status in a given group. Thus, an individual can be a popular, a neglectee or an isolate (Moreno, 1944). An interesting era in the field, however, began when several important variables were related to the sociometric status of the individual. Empirical studies have shown that physical attractiveness, intelligence, age, sex, social class, race, interests, values and personality characteristics have

significant relationships with the sociometric status of an individual (Jennings, 1952; Weber, 1956; Borg, 1958; Hartip, 1976; Gottman, 1977 etc.).

Reviewing the literature, one wonders that person perception processes — processes by which man comes to know and to think about other persons, their characteristics, qualities and inner states — has been ignored. Our perceptions of other persons set the stage for our later interactions with them. That is, our perceptions of their feelings, motives, intentions and characteristics strongly affect the way we react to and with them. Indeed, it is hard to imagine any aspect of our social/<sup>relations</sup>which is 'not' strongly affected by such perceptions. In the process of having impression of themselves and others, and in expressing the impressions in the form of ratings, raters are found to make different kinds of errors e.g., leniency error, halo-effect and rater-trait interaction error. The magnitude of errors may be logically expected to be related to certain psychological variables.

It was surmised that popularity in social groups may be due to acquiring of various personality traits which are admired in the society. In other words populars may be aware of the traits considered to be desirable, important and rare,

and this awareness enables them to inculcate in their personalities the traits which are required for their nomination as populars. It was expected that there may be difference among the three groups regarding the biased components viz., leniency error, halo-effect and rater-trait interaction. Consequently, the present study was conducted with the following objectives:

- a) To find out the differences in self and others' perception of populars, neglectees and isolates;
- b) To discover differences among the three groups with respect to the evaluation of traits in terms of their social desirability, importance and rareness; and
- c) To discover the differences among the three groups with regard to the biased components viz., leniency error, halo-effect and rater-trait interaction in their ratings.

#### Methodology:

##### Sample:

Three sociometric groups, each comprising of 50 subjects, identified from among the four hundred and fifty students of class 9th and 10th from three schools, made the sample for the 1st phase of the study. For the second phase of the study, sample consisted of three sociometric groups, each comprising of 30 subjects.



### Procedure:

The present study was conducted in two phases. First of all three sociometric groups were identified. Sociometric status of each subject was determined by the administration of a sociometric test using three choices and three criteria. For the 1st phase of the study, a 16 pairs adjective list was used to measure the self and others' perception. These 16 pairs were then detached to have 32 adjectives, and were used for the trait evaluation measurement. The 2nd phase of the study was concerned with the measurement of bias components viz., leniency error, halo-effect and rater-trait interaction. The study of bias components was confined to their operation in the ratings on 4 pairs of adjectives. The pairs were those eight polar opposites which were evaluated differently by the three sociometric groups viz., populars, neglectees and isolates in all respects i.e. importance, desirability and rareness.

### Statistics:

The data was analysed with the help of the following statistical techniques:

- a) The t-test was used for the significance of differences in self and others' perception of the three groups and

also for the significance of difference among the evaluative ratings of three groups.

- b) Guilford's formula was used to detect the errors and the extension of median-test was used to find out the significant difference among the three groups.

### Results:

The analysis of the data has revealed that there is difference in self as well as others' perception of populars, neglectees and isolates. Difference has also been found among the three groups with regard to the trait evaluation. As far as biased components are concerned, the difference is found only in the case of leniency error. Populars have rated themselves and other populars positively, whereas neglectees and isolates have been rated negatively by them. Neglectees and isolates have rated themselves as well as other neglectees and isolates negatively. Those traits which populars suppose are present in them, have been evaluated as important, desirable and uncommon by them; whereas, the traits which neglectees and isolates suppose are present in them, have been perceived as unimportant, undesirable and uncommon by them. Populars have rated themselves as well as others leniently, whereas, neglectees and isolates have rated themselves as well as others strictly.

No difference is, however, found among the three groups regarding the halo-effect and rater-trait interaction.

The results of the study support the logical expectations that: (i) popularity in social groups may be due to the acquiring of those traits, which are admired in the society, (ii) there may be difference among populars, neglectees and isolates regarding the evaluation of traits. The logical expectation regarding the difference of biased components is, however, partially supported.

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## APPENDICES

Appendix - 'A'

Name	Roll No.	
Age	Class	Section
School/College		City

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You have so many class-fellows. You like some of your class-fellows very much. You would be happy to do certain activities with those of your class-fellows whom you like very much. Below are given some questions about your choices of class-fellows you like much, please answer these.

1. Which three students from this class room would you like to have as sitting companion?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

2. Which three students of this class-room would you like to play with during recess in School?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

3. Which three students of this class-room would you like to do a class-assignment with you?

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Appendix 'B'

Name	Roll No.
Class	School/College

---

Few days back you and your classmates were required to indicate the choice of friends in different situations. On the basis of your responses, I have identified three categories of boys viz., (1) boys who are liked by most of the classmates, (2) boys who are liked by few classmates, and (3) boys who are not liked by others as sitting companions, play-mates, etc.

Today we are going to do something different. Below is given a list of opposite pairs of adjectives. Using each pair of opposite adjectives, you have to give numbers from 1 to 5 to indicate your judgement about the characteristics of different persons. You have to assign numbers according to the system given below:

EXAMPLE: Pairs of Adjectives : LUCKY-UNLUCKY

1. If you have to indicate that the persons is very unlucky, write 1.
2. If you have to indicate that the person is somewhat unlucky, write 2.
3. If you have to indicate that the person is neither unlucky nor lucky, write 3.

4. If you have to indicate that the person is somewhat lucky, write 4.
4. If you have to indicate that the person is very lucky, write 5.

Now you are required to describe yourself by giving numbers on each pair of adjectives. After describing yourself, you have to judge the qualities of your three class-mates:

- I) The boy whom you think will be preferred by most of the class-fellows for all the three activities: As their sitting companion, as play-mate and as a partner for doing a class-assignment. Write the name of the boy on the top of the I st column.
- II) The boy whom you think will be preferred by few of his classfellows for all the three activities: As their sitting companion, as play-mate and as a partner for doing a class-assignment. Write the name of the boy on the top of the II column.
- III) The boy whom you think will not be preferred by any one for all the three activities: As their sitting companion, as play-mate and as a partner in the class-assignment. Write the name of the boy on the top of the III column.

Pairs of Adjectives	Self	I	II	III
1) Bad-Good				
2) Disloyal-Loyal				
3) Stupid-Clever				
4) Ugly-Beautiful				
5) Short-Tall				
6) Passive-Active				
7) Slow-Fast				
8) Powerless-Powerful				
9) Dirty-Neat				
10) Lazy-Hardworking				
11) Unfriendly-Friendly				
12) Quite-Loud				
13) Mean-Kind				
14) Weak-Strong				
15) Untrustworthy-Trustworthy				
16) Relaxed-Tense				

Appendix - 'C'

Name	Roll No.
Class	School/College

---

Last time, when I visited you, you were required to describe yourself and three other boys of your class in terms of pairs of opposite adjectives. Now, I am presenting you the same adjectives one by one and not in pairs. This time you are requested to indicate how much the personal quality described by each adjective is 'IMPORTANT-UNIMPORTANT'; 'DESIRABLE-UNDESIRABLE'; and 'COMMON-UNCOMMON' - The meaning of these terms is given below:

I) IMPORTANT-UNIMPORTANT

An important characteristic is one, whose presence or absence in an individual on the whole make him a different type of person. Against this, an unimportant characteristic is one whose presence or absence in an individual on the whole, will make a little difference in what type of a person he is.

II) DESIRABLE-UNDESIRABLE:

In every society, certain characteristics are considered to be desirable, while someother characteristics are thought to be undesirable e.g., honesty is considered to be a desirable



characteristic, white, dishonesty is thought to be an undesirable one.

### III) COMMON-UNCOMMON:

Some characteristics are found in most of the persons, while some other characteristics are found only in few individuals. For example, most of the persons 'love' their children, while very few people are 'Genius'.

Below is given the list of adjectives and the columns in which you have to write your ratings. Taking each adjective, you have to give numbers from 1 to 5 to it so as to indicate your judgement about its 'Importance-Unimportance', 'Desirability-Undesirability' and 'Commonness-Uncommonness'. You have to assign number according to the system given below:

#### EXAMPLE: Adjective: Honesty:

##### I) Importance-Unimportance:

If you have to indicate that honesty is very important, write 5, if you have to indicate that honesty is somewhat important, write 4. If you have to indicate that honesty is neither important nor unimportant, write 3. If you have to indicate that honesty is somewhat unimportant, write 2. If you have to indicate that honesty is very unimportant, write 1.

II) Desirable-Undesirable:

If you have to indicate that honesty is very desirable, write 5. If you have to indicate that honesty is somewhat desirable, write 4. If you have to indicate that honesty is neither desirable nor undesirable, write 3. If you have to indicate that honesty is somewhat undesirable, write 2, If you have to indicate that honesty is very undesirable, write 1.

III) Common-Uncommon

If you have to indicate that honesty is very common, write 5. If you have to indicate that honesty is somewhat common, write 4. If you have to indicate that honesty is neither common nor uncommon, write 3. If you have to indicate that honesty is somewhat uncommon, write 2. If you have to indicate that honesty is very uncommon, write 1.

List of Adjectives	Important	Desirable	Common
	Unimportant	undesirable	Uncommon

- 1) Bad
- 2) Good
- 3) Loyal
- 4) Disloyal
- 5) Slow
- 6) Fast
- 7) Dirty
- 8) Neat

List of Adjectives	Important - Unimportant	Desirable - Undesirable	Common - Uncommon
9) Lazy			
10) Hardworking			
11) Powerless			
12) Powerful			
13) Passive			
14) Active			
15) Short			
16) Tall			
17) Ugly			
18) Beautiful			
19) Stupid			
20) Clever			
21) Unfriendly			
22) Friendly			
23) Quite			
24) Loud			
25) Mean			
26) Kind			
27) Weak			
28) Strong			
29) Untrustworthy			
30) Trustworthy			
31) Relaxed			
32) Tense			

APPENDIX - D

Dear Student,

Today you will be required to judge yourself and your three class-fellows in terms of each one of the 4 pairs of objectives written on two ends of a dotted line which is also demarcated. You have to place a cross-mark (X) near left or right end of the line if you have to indicate that person has much of the quality indicated by the adjective. The nearness of the mark to the end indicates the degree of quality written at the end. Placing a mark at the middle of line indicates that you are not in a position to decide whether the person has quality indicated by left-hand side adjective, or the quality indicated by the right hand side of the line.

Remember, you have to rate (i) yourself, (ii) a boy, whom you think will be preferred by most of the class-fellows for the situations as sitting companions, a play-mate and as a partner for doing a class-assignment, (iii) a boy, who you think will be preferred by few of his class-fellows for all the three activities, and (iv) a boy, whom you think will not be preferred by anyone for all the three categories.

I am

Bad .....Good

A boy who is liked by most of the class-fellows is

Bad .....Good

A boy who is liked by few of the class fellows is:

Bad.....Good

A boy who is not liked by anyone is:

Bad.....Good

I am

Strong.....Weak

A boy who is liked by most of the class-fellow is:

Strong..... Weak

A boy who is liked by few of the class-fellows is:

Strong.....Weak

A boy who is liked by few of the class-fellows is:

Strong.....Weak

A boy who is not liked by anyone is

Strong..... Weak

I am

Mean.....Kind

A boy who is liked by most of the class-fellows is:

Mean.....Kind

A boy who is liked by few of the class-fellows is:

Mean.....Kind

A boy who is not liked by anyone is

Mean.....kind

I am

Beautiful.....Ugly

A boy who is liked by most of the class-fellows is:

Beautiful.....Ugly

A boy who is liked by few of the class-fellows is:

Beautiful.....Ugly

A boy who is not liked by any of the class-fellows is:

Beautiful.....Ugly

Appendix 'E'

Abbreviations

O.P.	Other Populars
O.N.	Other Neglectees
O.I.	Other Isolates
A	Trait pair "Bad-Good".
B	Trait pair "Strong-Weak"
C	Trait pair "Mean-Kind"
D	Trait pair "Beautiful-Ugly"

Table (a). Leniency Error of Populars.

Ratees/ Raters	Self	O.P.	O.N.	O.I.	all raters	$\lambda_{kl}$
1.	5.25	5.50	3.25	2.25	4.06	-.02
2.	4.25	5.50	3.25	2.25	3.81	-.27
3.	4.50	5.00	3.75	2.50	3.93	-.14
4.	5.50	5.50	2.75	3.25	4.25	.16
5.	5.25	5.50	2.75	2.75	4.06	-.02
6.	5.00	5.75	3.25	2.75	4.18	.10
7.	4.75	6.25	4.00	3.00	4.50	.41
8.	4.75	6.00	5.00	3.25	4.75	.66
9.	5.00	5.50	3.75	3.00	4.31	.22
10.	5.25	5.25	4.75	3.00	4.56	.47
11.	5.25	5.00	4.50	3.25	4.50	.41
12.	5.25	4.25	4.50	3.50	4.37	.28
13.	5.50	5.00	3.25	3.25	4.25	.16
14.	6.25	4.75	3.75	3.75	4.62	.53
15.	6.25	4.50	4.50	3.75	4.75	.66
16.	6.50	4.00	5.00	2.50	4.50	.41
17.	4.75	5.25	4.75	3.25	4.50	.41
18.	5.50	4.75	5.00	3.75	4.75	.66
19.	5.50	5.25	5.25	3.75	4.93	.85
20.	5.50	4.75	4.25	4.25	4.56	.47
21.	4.75	4.25	4.25	4.75	4.50	.41
22.	4.50	5.25	3.75	4.00	4.37	.28
23.	5.00	4.50	4.25	4.50	4.56	.47
24.	5.00	4.75	4.50	4.50	4.81	.72
25.	5.00	5.25	4.00	3.25	4.50	.41
26.	5.75	5.75	3.25	4.00	4.68	.60
27.	5.75	5.75	4.00	3.25	4.68	.60
28.	5.00	5.25	5.25	3.25	4.68	.60
29.	5.50	5.50	4.00	3.75	4.68	.60
30.	5.75	5.25	4.75	4.25	5.00	.91
All ratees/ di	5.27 +1.19	5.15 +1.07	4.10 +0.2	3.41 -0.67	4.08	



Table (b). Leniency error of Neglectees.

Ratees/ raters	Self	O.P.	O.N.	O.I.	All raters	$\lambda'_{kl}$
1.	3.50	5.25	3.50	2.75	3.75	-.33
2.	3.50	5.25	4.00	2.25	3.75	-.33
3.	4.00	5.75	3.75	2.75	4.06	-.02
4.	3.50	5.00	4.25	2.75	3.87	-.21
5.	3.00	5.25	4.25	3.75	4.06	-.02
6.	4.00	6.00	3.50	2.50	4.00	-.08
7.	3.50	6.00	2.25	4.50	4.06	-.02
8.	4.50	5.50	4.50	3.75	4.56	.47
9.	4.00	6.50	4.00	3.00	4.37	.28
10.	4.25	5.00	3.25	3.50	4.00	-.08
11.	3.75	5.25	4.00	4.50	4.37	.28
12.	4.25	5.75	5.00	3.25	4.56	.47
13.	4.25	5.00	4.25	2.75	4.06	-.03
14.	4.25	5.25	4.00	4.00	4.37	.28
15.	4.25	4.50	3.25	3.50	3.87	-.21
16.	3.75	4.50	3.75	3.50	3.87	-.21
17.	3.75	3.75	4.25	3.50	3.81	-.27
18.	4.50	4.50	3.75	4.00	4.18	.10
19.	3.50	5.25	2.75	2.75	3.56	-.52
20.	3.00	4.75	2.25	3.25	3.31	-.77
21.	3.25	4.25	3.75	2.50	3.43	-.64
22.	3.75	4.25	4.50	4.50	3.25	.16
23.	4.75	4.00	5.00	3.50	4.31	.22
24.	4.50	3.50	4.75	3.75	4.12	.03
25.	4.00	4.75	3.50	4.00	4.06	-.02
26.	4.50	5.00	3.75	3.00	4.06	-.02
27.	4.00	4.25	3.25	3.50	3.75	-.33
28.	3.75	4.75	4.25	3.25	4.00	-.08
29.	3.75	5.25	3.75	3.50	4.06	-.02
30.	4.00	4.50	4.50	3.50	4.12	.03
All ratees	3.90	4.95	3.85	3.38	4.08	
di	-.18	+.87	-.23	-.70		

Table (c) Leniency Error of Isolates.

Ratees/ Raters	Self	O;P.	O.N.	O.I.	All raters	A'kl
1.	3.75	5.75	4.00	2.75	4.06	-.02
2.	4.00	5.75	3.75	1.75	3.81	-.27
3.	3.50	6.00	4.00	3.25	4.18	.10
4.	3.75	5.50	3.25	3.00	3.87	-.21
5.	3.50	5.00	3.25	2.50	3.56	-.52
6.	3.25	5.25	3.50	3.75	3.93	-.14
7.	3.00	5.00	3.25	4.75	4.00	-.08
8.	4.00	5.75	3.00	3.75	4.12	..03
9.	3.50	5.50	2.25	3.00	3.56	-.52
10.	4.50	5.00	4.00	3.00	4.12	.03
11.	3.25	5.25	3.25	3.25	3.75	-.33
12.	3.25	6.00	3.00	3.50	3.93	-.14
13.	3.25	5.00	3.25	4.00	3.87	-.21
14.	3.75	4.25	3.50	3.25	3.68	-.39
15.	4.75	4.25	4.25	3.00	4.06	-.02
16.	3.00	3.75	2.75	2.50	3.00	-1.08
17.	3.75	4.50	2.50	2.50	3.31	-.77
18.	3.00	5.50	4.25	3.50	3.06	-.02
19.	4.00	4.25	2.50	2.75	3.37	-.71
20.	3.75	3.75	2.50	3.25	3.31	-.77
21.	3.00	5.00	3.25	4.00	3.81	-.27
22.	3.75	4.50	4.00	3.00	3.81	-.27
23.	3.00	4.50	3.00	3.00	3.37	-.71
24.	3.25	5.25	3.25	3.00	3.68	-.39
25.	3.75	5.00	2.00	2.75	3.37	-.71
26.	3.75	5.00	3.25	2.50	3.62	-.46
27.	3.50	4.00	2.75	2.75	3.25	-.83
28.	3.50	5.25	3.25	4.50	4.12	..03
29.	3.50	5.00	4.25	3.50	4.06	-.02
30.	3.75	4.75	3.25	3.00	3.68	-.39
<hr/>						
All Ratees	3.57	4.97	3.27	3.18	4.08	
di	-.51	+.89	-.81	-.90		

Table (d): Halc Error of Populars.

Ratees/ Raters	Self	O.P.	P.N.	O.I.
1.	.40	.76	-.43	-.73
2.	-.34	1.01	-.18	-.48
3.	-.22	.39	.19	-.36
4.	.46	.58	-1.11	.07
5.	.40	.76	-.93	-.23
6.	.02	.89	-.55	-.36
7.	-.53	1.08	-.11	-.42
8.	-.78	.58	.63	-.42
9.	-.09	.51	-.18	-.23
10.	-.03	.01	.56	-.48
11.	.08	-.16	.38	-.17
12.	.47	-.79	.50	.19
13.	.83	.08	-.61	.07
14.	.71	-.54	-.49	.19
15.	1.21	-.91	.13	.07
16.	-.53	-1.16	.88	-.92
17.	-.03	.08	.63	-.17
18.	-.22	-.66	.63	.07
19.	-.34	-.35	.69	-.11
20.	-.53	-.48	.06	.76
21.	-.66	-.91	.13	1.32
22.	-.34	.20	-.24	.69
23.	-.53	-.73	.06	1.01
24.	-.66	-.73	.06	.76
25.	-.34	.08	-.11	-.17
26.	-.09	.39	-1.05	.38
27.	.21	.39	-.30	-.36
28.	.27	-.10	.94	-.36
29.	.27	.14	-.30	.13
30.	-.47	-.41	.13	.32

Table (e). Halo Error of Neglectees.

Ratees/ Raters	Self	P.P.	O.N.	O.I.
1.	-.13	.57	-.07	-.36
2.	0.13	.57	.42	-.86
3.	.05	.76	-.13	-.67
4.	-.26	.19	.54	-.48
5.	-.95	.26	.36	.32
6.	.11	1.07	-.32	-.86
7.	-.44	1.01	-1.63	1.07
8.	.05	.01	.11	-.17
9.	-.26	1.19	-.20	-.72
10.	.36	.07	-.57	.13
11.	-.51	-.05	-.20	.76
12.	-.19	.26	.61	-.67
13.	.30	.01	.36	-.67
14.	-.01	-.05	-.20	.26
15.	.48	-.30	-.45	.26
16.	-.01	-.30	.04	.26
17.	.05	-.98	..61	.32
18.	.42	-.61	-.26	.45
19.	.05	.76	-.63	-.17
20.	-.19	.51	-.88	.57
21.	-.07	-.11	.48	-.29
22.	-.38	-.92	.42	.88
23.	.55	-1.23	.86	-.17
24.	.48	-1.55	.79	.26
25.	.05	-.23	-.38	.57
26.	.55	.01	-.13	-.42
27.	.36	-.42	-.32	.38
28.	-.13	-.17	.42	-.11
29.	-.19	.26	-.13	.07
30.	-.01	-.55	.54	.01

Table (f): Halo Error of Isolates.

Ratees/ Raters	Self	O.P.	O.N.	O.I.
1.	-.13	.46	.41	-.78
2.	.36	.71	.41	-1.48
3.	-.51	.58	.28	-.35
4.	.04	.39	-.15	-.29
5.	.11	.21	.16	-.48
6.	-.51	.08	.03	.39
7.	-.82	-.22	-.27	1.33
8.	.04	.39	-.65	.20
9.	.11	.71	-.83	.01
10.	.54	-.35	.34	-.54
11.	-.32	.27	-.02	.08
12.	-.51	.83	-.46	.14
13.	-.45	-.10	0.15	.70
14.	.23	-.66	.28	.14
15.	.86	-1.03	.66	-.48
16.	.17	-.47	.22	.08
17.	.61	-.03	-.33	-.23
18.	-.88	.21	.66	.01
19.	.79	-.35	-.40	-.04
20.	.61	-.78	-.33	.51
21.	-.63	-.03	-.08	.76
22.	.11	-.53	.66	-.23
23.	-.20	-.10	.09	.20
24.	-.26	.33	.03	-.10
25.	.54	.39	-.90	-.04
26.	.29	.14	.09	-.54
27.	.42	-.47	-.02	.08
28.	-.45	-.10	-.40	.95
29.	-.38	-.28	.66	.01
30.	.23	-.16	.03	-.10

Table (g): Popularity<sup>2</sup> Rater-Trait Interaction.

Traits/ Raters	A	B	C	D
1.	-.88	.91	.86	.73
2.	.13	.91	.36	-.14
3.	.01	.79	.57	.23
4.	.94	.98	.82	.54
5.	-.11	-.08	.76	0.33
6.	-.23	-.20	.63	.61
7.	-.55	.51	.74	-.12
8.	-.80	-.76	-.63	.33
9.	-.36	.51	.82	-.41
10.	-.61	.33	-.45	.09
11.	-.55	.58	.92	-.61
12.	-.42	-.51	.31	.46
13.	-.30	.53	-.28	.33
14.	.67	.41	.09	-.20
15.	-.80	.28	.34	.22
16.	.55	-.66	.22	.39
17.	.55	.78	-.66	-.10
18.	-.80	-.53	-.43	-.04
19.	-.98	.53	-.76	-.30
20.	-.61	-.78	.76	.48
21.	.55	-.97	.97	.66
22.	-.42	.59	.33	.71
23.	-.61	.53	-.75	.35
24.	.86	.41	.76	.21
25.	-.55	.59	.10	.11
26.	.63	-.84	.11	.70
27.	.73	.53	.03	-1.00
28.	.73	.72	.42	.33
29.	-.73	-.72	.33	.45
30.	-1.00	-1.07	.11	.30

Table (h): Neglectees' Rater-Trait Interaction.

Trait/ Raters	A	B	C	D
1.	.91	.21	.81	.14
2.	.32	.72	.57	-.20
3.	1.00	-.08	-.20	.33
4.	.41	.46	.23	.09
5.	.21	.23	-.51	.25
6.	-.11	.33	.28	.81
7.	.55	.22	.42	.26
8.	-.28	-.01	-.92	-.02
9.	-.61	.25	.33	.45
10.	.33	-.26	.25	.38
11.	.01	.35	.21	.20
12.	.50	.07	.09	.10
13.	.67	-.08	.21	.23
14.	.80	.65	.45	.44
15.	-.81	-.57	-.14	.11
16.	-.78	.78	.99	.20
17.	.73	-1.0	.23	.58
18.	.21	.28	-.38	.22
19.	.32	.55	.72	.38
20.	-.22	-1.09	.21	-.90
21.	-.12	.21	.92	.99
22.	-.31	.41	.92	.33
23.	.32	.71	-.99	.39
24.	.42	.28	.33	.21
25.	.24	-.21	-.03	.22
26.	-.10	.28	.10	.44
27.	.05	.06	0.05	.29
28.	.06	.24	.41	.71
29.	-.10	-.23	.21	-.07
30.	-1.00	.23	.29	-.81

Table (i): Isolates' Rater-Trait Interaction.

Trait/ Raters	A	B	C	D
1.	.45	.29	.83	-.09
2.	.60	.50	.21	-.01
3.	-.10	-.10	.41	.73
4.	.81	-.20	.33	.20
5.	-.20	.81	-.77	.61
6.	.22	.33	.21	.55
7.	.50	-.99	.28	-.39
8.	-.99	.20	-.01	.23
9.	.23	.28	-.07	.28
10.	-.81	.99	-.21	.01
11.	.28	.33	.59	-.21
12.	1.08	-.21	.33	-.01
13.	.77	.28	.75	-.72
14.	.28	-.20	-.01	.28
15.	-1.08	-1.00	.28	.31
16.	1.00	.28	.33	.50
17.	.61	-.23	-.44	-.21
18.	.23	.23	.21	.17
19.	.19	.28	.32	.22
20.	-.09	.02	.39	.24
21.	.25	.55	.41	.23
22.	-.21	.01	.09	-.08
23.	.07	.20	.01	.77
24.	.28	-.09	-.10	.20
25.	.44	.23	.22	.44
26.	-.63	-.05	.61	.27
27.	.66	.07	.33	.28
28.	.09	.27	.60	-.09
29.	.66	.60	.23	.70
30.	-.21	.02	.09	.55